

“Faces” of Data



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Session Presenters



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Session Outcomes



- Participants will identify methods of planning formative assessments based on student assets and prior knowledge to impact engagement and to deepen student understanding.
- Participants will engage in different methods to record and analyze student data throughout a lesson to determine strengths/weaknesses of content understanding and misconceptions.
- Participants will determine how to effectively differentiate based on the learning needs for whole class and individual students and how their analysis of data guides the instruction throughout a lesson.

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Alignment to NC Professional Teaching Standards



Standard 2: Teachers Establish a Respectful Learning Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.

Standard 5: Teachers Reflect on Their Practice

- Teachers function effectively in a complex, dynamix environment.



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Perception is not always reality...



Materials: Chart Paper, Photos, Markers, [Student Assets Handout](#)

Strategy: Station Rotations, Anticipation Guide

Activity:

- Select a marker
- Examine the list of student assets
- As you rotate, in each quadrant, identify the asset you think belongs to the student
- *Note:* Only use each term once

Reflection: How could this activity be used in your classroom.

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Student #1



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Student #2



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Student #3



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Student #4



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Student #5



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Student #6



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Here's What?: Sorting Activity



Materials: [Student Assets](#), Chart Paper

Strategy: Sorting and Grouping

Activity:

- Each group has been provided with an identified asset from the spreadsheet.
- On the chart paper, create (5) groups of five.
- Display your results.

Reflection Questions:

- 1) How did your group rationalize your grouping and do you think that was an effective criteria to group students?
- 2) Can you think of task in the classroom where this method would be effective?

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So What: Exit Ticket



Materials: [Graphic Organizer](#), [Student Work Sample](#)

Strategy: Annotating Text, Jigsaw

Activity:

- Examine the identified learning objective from the Graphic Organizer
- Look at the what the student turned in for the “Exit Ticket”
- Provide feedback for the students that can be actionable for all students
- From the work samples, have a group discussion about what this data might tell you.
- Record your data on your Graphic Organizer

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Strengthen Instruction with Feedback



3 Types of Feedback

Motivational Feedback

Evaluative Feedback

Descriptive Feedback**

***validated by research to be the most effective type of feedback for improving achievement. Motivational and descriptive are mainly used during formative assessments. Evaluative feedback is used mostly during a summative assessment.*

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Descriptive Feedback



- Specific and tells learner what steps to take in order to move forward in the learning process
- Relates directly to the learning
- Comparison to models, samples, exemplars
- Related to performance, is not personal
- Does not provide a value judgement
- Does not compare students

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Motivational Feedback



- Intended to make the learner feel good; to encourage & support.
- It does not give guidance on how to improve performance or reasoning.

Example: Nice work! You are such a good writer!

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Evaluative Feedback



- Intended to measure student achievement; awards a score or a grade.
- It does not give guidance on how to improve performance or reasoning.

Examples: 73%

Level III

Satisfactory

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What Kind of Feedback?



Materials: Student Work Sample

Strategy: Partner Work

Activity:

- Swap work samples with a partner
- Identify the types of feedback given as evaluative (X), descriptive by underlining and motivational (+)
- Return the paper back to the owner.

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So What: Independent Practice Activity



Material: [Graphic Organizer](#), [Teacher Recorded Data](#), Presenter Recorded Data

Strategy:

Activity:

- Examine the whole class data collected by the teacher during independent practice.
- In your groups, have a collaborative conversation about the data collected to complete the graphic organizer.
- Identify 5 students you would pull for small group instruction.

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So What: Guided Practice



Materials- Number cards, Question Stems, [Graphic Organizer](#)

Strategy: Flippity

Activity:

- Select a number from the box in the middle of the table.
- You are now the teacher interacting with the student that corresponds with that number.
- Look at the response the student had during guided practice.
- On the spreadsheet beside the question, create a question that will probe the students further to deepen understanding. As the teacher, you are not giving the answers.

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So What: “Do Now”



Materials: [Graphic Organizer](#)

Strategy: Carousel Brainstorming / Do Now

Activity:

- Create a *Do Now / Formative Assessment* based on the identified objective to build background knowledge and make connections that will provide preparation for the identified exit ticket.
- Record your answers in your graphic organizer.

Reflection Question:

What type of data do you hope to collect from this “Do Now”

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Here's What: (Re)Sorting Activity



Materials: Student Assets Handout, Chart Paper, Markers

Strategy:

Activity:

Based on all the knowledge you have gained, on a different sheet of chart paper, regroup your students based on their learning needs.

Hint:

You have a group of 5 you identified for small group instruction.

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What is analysis of student learning?



Materials: Small Candy Bar, Post its

Strategy: Creating Similes

Activity:

- Think about your experiences with evaluating student learning and what you learned today.
- Look in your basket and take out a piece of candy.
- From the candy selected, created a statement.
- Analyzing student learning is like (name of candy bar) because.....
- Post it on the way out.

Hope you enjoy your candy bar as much as we enjoyed you!!!!

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