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Utilizing Reports

Getting the most out of
DataDirector 4.0





Using Data to Inform Instruction

Benchmark assessment data generated from the DataDirector Assessment Management System is a powerful tool for informing classroom instruction, and ensuring that the educational needs of students are met. Teachers and administrators are encouraged to discuss assessment results at department meetings, grade level meetings, or individual professional development meetings. Teachers that share successful teaching methods and brainstorm ideas for future development together save valuable time and resources.

With so many different DataDirector reporting options, sometimes it can be confusing to determine which reports to print. To assist you in planning for meetings and data discussions, we've outlined suggested report options for a variety of school-based meetings including individual student and parent meetings.

In this guide you will find several suggested ideas for utilizing DataDirector Benchmark reports at the school level. Topics include:

- Grade Level meetings with teachers
- Individual Professional Development meetings with teachers
- Individual meetings with students
- Individual meetings with parents



Grade Level Meetings

Grade level meetings provide the opportunity for teachers to review and discuss school-wide trends in academic performance. Utilizing assessment data from DataDirector Benchmark Reports, Teachers can identify common misconceptions and error patterns for an entire grade level, as well as common strengths. When teachers discuss assessment results as a group, they have the opportunity to share successful teaching methods, and to brainstorm ideas for grade level intervention. The list below provides a starting point for administrators in determining which reports they should print.

Suggested reports for Grade Level Meetings

- **School Exam Report printed by an administrator:** Printing a School Exam Report at the administrative level helps to facilitate a conversation about how students performed on the assessment as a group and by individual class. It shows how students performed as a group on each standard and gives an item analysis. The item analysis shows the students that responded correctly to each question as well as the number of responses to each distractor. As a group teachers can determine which questions were most challenging for the entire group. Teachers can identify common misconceptions and error patterns to help direct instruction.
- **School Exam Report printed by a teacher:** Printing a School Exam report at the teacher level will give the same benefits as above. In this instance teachers will be able to see results for each period taught and an average for their entire group.
- **Classroom Performance Summary Report:** The classroom performance summary report gives teachers the most information on a single page. Performance level distribution is shown by both grid and pie chart format. Teachers can see the number correct, percent correct, percent correct by standard and the number of questions tested per standard. This information is available per student as well as by class average.
- **Multiple Assessment Listing:** The Multiple Assessment Listing allows multiple assessments from different subjects to be viewed side by side in conjunction with state test data and demographic information. Scores are displayed per student as well as by class average. Teachers can look at the Multiple Assessment Listing for performance change and trends over the course of the year for one or more subject areas.

*Please note benchmarks/common assessments can also be part of the Multiple Assessment Listing if the district utilizes the test series feature. Check with your district DataDirector lead for more information.



Suggested Activities for a Grade Level Meeting

Prior to the meeting

Teachers should have the opportunity to review assessment results for their own classes prior to the Grade Level Meeting. Attached is a Teacher Data Analysis Form that teachers can use in conjunction with the Analysis of Items Most Students Missed form. Teachers complete these forms using the reports of their own data to identify areas of strength and weakness in their own classes. Teachers who reflect on their own data prior to the grade level meeting will be more prepared to share the successful teaching methods that they have used in their own classrooms to enhance student performance on specific standards.

During the meeting

As a group, teachers can share common area strengths and challenge. This is also a good opportunity for teachers to set goals as a group, and to identify areas of potential professional development. Attached is a Grade Level Data Analysis Activity that can be completed by each person in the group during the meeting to set goals for future instruction.

After the meeting

Teachers could report on the progress of reaching their goals at future meetings, as well as work together to share teaching methods, materials and strategies. Follow-up Professional Development activities should be planned and implemented.

ANALYSIS OF ITEMS MOST STUDENTS MISSED

TEACHER: Teacher A, Period 2 **ASSESSMENT:** Math Gr. 6 ~ Unit 3 of 5 **DATE:** Spring '06

Item #	Standard	Correct Response	School Performance:		Class Performance:		Look at the assessment and rationale, why do you think most of your students chose this response?
			% Correct	Common Incorrect Response	% Correct	Common Incorrect Response	
3	<i>Statistics 2.3 Analyze data displays - why way question was asked might have influenced results.</i>	<i>B</i>	<i>42%</i>	<i>A (35%)</i>	<i>32%</i>	<i>A (57%)</i>	<i>Why: Didn't read labels on graph. Looked quickly and only saw that the intervals were different. Students don't realize that different intervals don't really matter in this case.</i>
							<i>Lesson ideas: Show same data with both charts using same intervals and see if students notice the difference then. Class discussion about discoveries.</i>
5	<i>Statistics 2.3</i>	<i>B</i>	<i>31%</i>	<i>C (37%)</i>	<i>29%</i>	<i>C (54%)</i>	<i>Why: Didn't notice overlap in survey category choices. Students thought switching the order of how data was displayed would improve the table.</i>
							<i>Lesson ideas: Have students fill out a survey with overlapping choices to see if they catch the issue then.</i>
17	<i>Statistics 3.3 Probability shown as percentages</i>	<i>D</i>	<i>34%</i>	<i>C (30%)</i>	<i>25%</i>	<i>C (29%)</i>	<i>Why: Even number of students chose each response option. Students show little understanding.</i>
							<i>Lesson ideas: Give a similar question which does not need conversion to percentage. Determine if issue is will % or reading of the table.</i>

ANALYSIS OF ITEMS MOST STUDENTS MISSED

TEACHER: _____ **ASSESSMENT:** _____ **DATE:** _____

Item #	Standard	Correct Response	School Performance:		Class Performance:		Look at the assessment and rationale, why do you think most of your students chose this response?
			% Correct	Common Incorrect Response	% Correct	Common Incorrect Response	
							Why:
							Lesson ideas:
							Why:
							Lesson ideas:
							Why:
							Lesson ideas:



TEACHER DATA ANALYSIS FORM

Teacher Name: _____ Date: _____

Grade Level: _____ Subject: _____ Assessment: _____

Standards Assessed: _____

What standards were strengths for your students on this assessment? _____

What standards were challenges for your students on this assessment? _____

What assessment items were most challenging for your students? _____

What trends or interesting discoveries did you find? _____

What will you do in the next few days to address these findings?

Reteaching Activities: _____

Grade Level Planning: _____

What will you do in the next few weeks to address these findings?

Instructional Plans: _____

Professional Development: _____

GRADE LEVEL DATA ANALYSIS ACTIVITY

Date: _____ Grade Level: _____ Course: _____

Assessment Reviewed: _____

Name of those in attendance: _____

Reports Reviewed: _____

Data Facts

Individual Areas of Strength Shared:

- 1.
- 2.
- 3.
- 4.
- 5.

Individual Challenge Areas Shared:

- 1.
- 2.
- 3.
- 4.
- 5.

Grade Level Areas of Strength:

- 1.
- 2.
- 3.
- 4.
- 5.

Grade Level Challenge Areas:

- 1.
- 2.
- 3.
- 4.
- 5.

(Circle most critical challenge area)

Reflection

Reflecting upon your data facts, what factors in your instruction and curriculum do you feel influenced these results?

Plan of Action

What will you do now to re-teach this standard to your students?

How will you know if your students have now mastered this standard?

Create a timeline for your plan of action.

What instructional changes will you make next semester while teaching this standard?



1:1 Meetings with Teachers

1:1 meetings between teachers and administrators provide the opportunity for teachers to reflect on their own teaching practices, and to set teaching goals for future curriculum units. Teachers can use the data to identify the strengths of their own students, as well as common misconceptions and error patterns. Discussing assessment results individually with a mentor or administrator gives teachers the opportunity to identify their own successful teaching methods, and to pinpoint areas needed for professional development. This list below provides a starting point for administrators in determining which reports teachers should print prior to individual meetings.

Suggested reports to generate for 1:1 Meetings with Teachers

- **Classroom Performance Summary:** Printing a Classroom Performance Summary Report for a teacher gives the “big picture” overview. A teacher can look to find common areas of challenge and areas of strength for all of the students that he/she teaches. The Classroom Performance Summary Report can be used in conjunction with the Assessment Reflection Tool, which encourages teachers to assess successful teaching methods, as well as highlighting areas for future professional development.
- **Class Exam Report:** The Class Exam Report shows how a class performed on each standard and gives an item analysis. The item analysis shows the students that responded correctly to each question as well as the number of responses to each distractor. Teachers can use the Class Exam Report to look for challenge areas.
- **Student Exam Report:** Once challenge areas have been identified teachers can drill down further to look at how “focus” students performed on an assessment by viewing the Student Exam Report for individual students. This report shows how an individual student performed on each standard and gives an item analysis.
- **Classroom Standards Performance Report:** The Classroom Standards Performance Report combines common standards from several exams to give the overall average of standards. Teachers are able to see how students perform on standards they have been exposed to multiple times.



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Suggested Activities for 1:1 Meetings with a Teacher

- **Prior to the meeting:** Teachers should have the opportunity to review assessment results for their own classes prior to an individual meeting. Teachers could use the same individual reflection forms that have been completed prior to the Grade Level meeting to prepare for an individual meeting. Or, teachers could complete the attached Assessment Reflection form to identify areas of strength and weakness in their own class. Teachers who reflect on their own data prior to the meeting will be more prepared to share the successful teaching methods that they have used in their own classrooms to enhance student performance on specific standards.
- **During the meeting:** During the meeting, the Assessment Reflection form could be used to discuss ideas for future lesson planning and professional development.
- **After the meeting:** Teachers could report on the progress of reaching their goals at future meetings, as well as work together to share teaching methods, materials and strategies. Follow-up Professional Development activities should be planned and implemented.

Name: _____
Assessment: _____
Date: _____



<p>Areas of Strength</p> <p><i>Name the Standards and assessment items where students scored the highest</i></p>	<p>Teaching Methods Used</p> <p><i>List successful teaching methods used to target these areas</i></p>	<p>Materials & Resources Used</p> <p><i>Name any materials or resources used</i></p>
<p>Area of Challenge</p> <p><i>Name the Standards and assessment items where students scored the lowest</i></p>	<p>Ideas for Development</p> <p><i>List ideas for future lessons, or Professional Development</i></p>	<p>Resources Needed</p> <p><i>List any resources you need to achieve this development</i></p>



Individual Meetings with Students

Individual meetings between teachers and students provide the opportunity for students to reflect on their own knowledge and test taking practices. Students should be given the opportunity to reflect on their own strengths and weaknesses and to be encouraged to take ownership of their own learning. This list below provides a starting point for coaches in determining which reports they should print for individual teacher meetings.

Suggested reports to generate for meetings with students

- **Student Profile Report:** The Student Profile Report is the most comprehensive report for viewing student data. Teachers can create individual student reports that display information from State assessments, benchmark assessments, formative assessments, and demographic data. Use this report if you want to discuss the “big picture”.
- **Student Exam Report:** The Student Exam Report shows the students overall score, per standard performance and response frequency. The Student Exam Report shows students both their areas of strength, and their areas of challenge. Use this report when you wish to discuss a student’s performance on one assessment.
- **Exam Student Feedback Report:** The Student Exam Feedback Report displays a list of questions and standards that a student missed. Student Exam Feedback Reports can assist a student in reviewing missed assessment items, and for setting future learning goals.

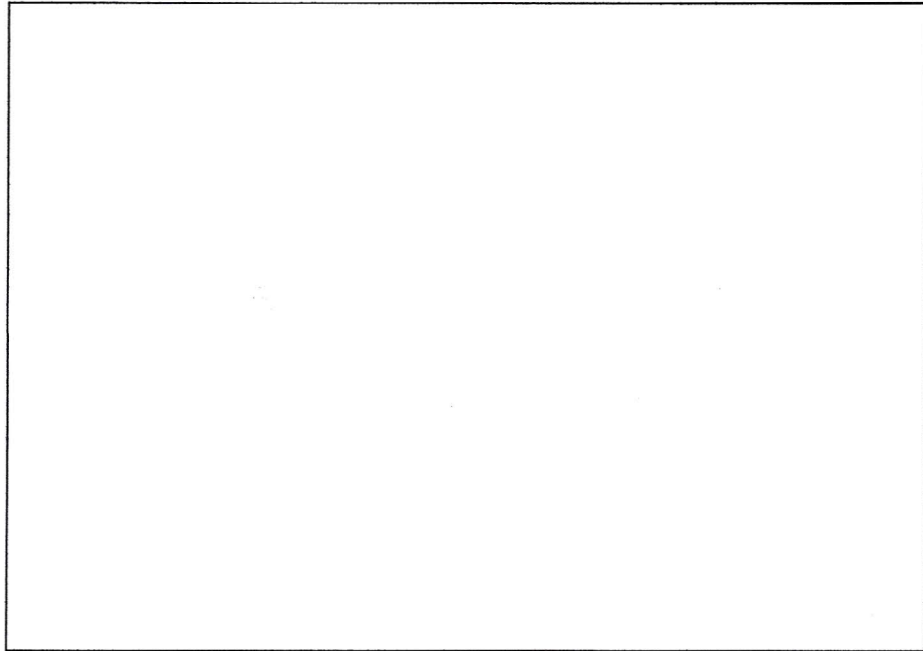
Suggested activities for meetings with students

- **Prior to the Meeting:** Distribute Student Profile Reports or Student Exam Reports to each student, along with the Goal Setting Form with attached Exam Student Feedback Label. Provide time for the student to complete the form either as homework or classwork.
- **During the Meeting:** During an individual conference with each student, the teacher and the student discuss the Student Goal Setting form and set learning goals.
- **After the Meeting:** Have students look back on their goals periodically and measure their own progress. Students could write about this experience in a reflection journal, or in other classroom activities.

Student Goal Setting Form

Assessment date: _____

Assessment data:



What are your areas of strength: _____

Pick one area for improvement: _____

What will you do in the next month to improve in this area: _____

What do you need from your teacher: _____

**Meeting with parents/guardians**

Periodic Assessment Data is one of many tools available for teachers to use to measure progress throughout the school year. By sharing assessment data with parents, in conjunction with other classroom measures, teachers are able to paint a complete picture of a student's strengths and weaknesses. Assessment data can be communicated through letters and reports sent home to parents, or discussed at parent—teacher meetings.

Suggested reports options to generate for meetings with parents/guardians

- **Student Profile Report:** A Student Profile Report is a powerful tool for use when meeting with parents/guardians. The report can be created to include state testing data, benchmark/common assessment data, formative assessment data and demographic data.
- **Parent Letter:** Another option to print for a parent/guardian meeting is the Parent Letter. This report provides an overall performance summary, standards summary, and helpful tips. It is written in an easy to read letter format and is available in both English and Spanish for each local assessment.
- **Exam Student Feedback:** The Exam Student Feedback form displays a list of questions and standards that a student missed. Exam Student Feedback forms can assist parents in understanding the specific standard(s) where their student is struggling.

Suggested activities for meetings with parents/guardians

- **Prior to the Meeting:** Collect assessment data as well as other measures of student progress.
- **During the Meeting:** Discuss the Student Profile Report, and point out the student's strengths. Discuss any links between the assessment data and classroom methods. Explain the different standards and describe any activities that were used to teach specific standards. Outline challenge areas for the student and share ideas and materials that can be used at home.
- **After the Meeting:** Continue the communication with parents. Send home data about subsequent projects, tests, and periodic assessments. Schedule follow-up meetings if necessary.

Student Performance Report for Parents

Assessment date: _____

Attached you will find information as to how your student performed on the most recent periodic assessment administered at our school. Below your student's name, you will see the total number of points he or she received on the assessment, and in parenthesis you will see the percent score (percent of points they got correct). Following these scores, you will see a list of questions your student missed (if any).

The area I would like to draw your attention to is the section titled "standards missed". This shows the specific standards that your student missed on the assessment. This highlights areas needing extra support. I am attaching some materials and resources that your student can work on outside of school in an effort to improve in these areas. These materials are in addition to what we will be covering in school. Please contact me if you have any questions or would like some additional resources.

Assessment data:

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