

Q &A: DATA TEAMS AND ASSESSMENTS

Attached are responses to frequently asked questions regarding data teams and the use of district created common assessments (CAs). This document will be updated throughout the school year in an effort to ensure fidelity of our instructional practices.

*West Haven Public
Schools 2012 - 2013*



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Are data team time and collaboration time one in the same?

- Yes, collaborating with your colleagues is part of the data team process. Both teams use data to inform instruction.

What forms do I use for data teams?

- You may use the district provided forms, other consultants' forms or any forms that your team creates as long as they cover the five steps of the data team process and are used consistently across the grade/content area and are approved by central office.
- All members of a data team must use the same form.

What are the roles of the members on the data team?

- Leader/Facilitator
- Recorder
- Time keeper
- Support staff (reading department, special education, ELL, math coaches/facilitators) should be active participants in the process
- Administrators must attend and support data team decisions

What are acceptable uses of data team times?

During the course of a unit, the data teams perform each step of the 5 step process. In between the pre and post CA, data teams may:

- Make suggestions on curriculum revisions & CA and submit to central office staff for review
- Arrange for a teacher curriculum leader (one who participated in writing curriculum) to be available to address any questions relative to the interpretation of curriculum;
- Create dipsticks
- Discuss strategies and how they are working
- Revise strategies or choose another (re-arrange flex groups)
- Collaborate on scoring of student work
- Identify exemplars/anchor sets of student work
- Model strategies to each other

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- Collaborate with support staff (ELL, SPED, Reading, Math)
- Select other resources
- Collaborate on understanding and implementation of performance tasks
- Identify students who may need to be referred to SAT
- Plan re-teaching/enrichment period to provide needs based instruction
- Conduct other discussions on curriculum, assessment & instructional strategies

Do all parts of the CA need to go through the data team process?

- For K-6 ELA, in most cases, the data team process focuses on the reading portion of the CA.
- For all other subject areas/grade levels, all questions from the CA must be analyzed within the data team process.

Why are pre-assessments important?

Pre-assessments are important because they:

- Provide you with baseline information regarding student strengths and weaknesses
- Guide priorities for instruction
- Identify gaps in prior knowledge/pre-requisite skills of students
- Provide grade level data teams with information to develop strategies to teach within this unit and strengthen student performance

Do we send pre/post-assessments home?

- No, pre and post CAs are not to be sent home because we do not have alternative forms developed. This information should be reviewed in class and used for teaching and learning while in school.

How do you monitor student progress between pre and post-CAs?

Teachers should be monitoring progress with a variety of assessments throughout the unit such as:

- Dipsticks/Quizzes
- Exit/slips
- Labs

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- Writing assignments
- Projects
- Performance tasks
- Other

What is a performance task?

A performance task is:

- A collection of several related standards-based tasks distributed throughout the unit of study that progressively develop and reveal student understanding of Common Core Standards embedded within the unit
- Includes an engaging real world scenario, two or three smaller tasks and a culminating task.

How can I learn more about the upcoming national assessments for Common Core State Standards for ELA & Mathematics?

- Smarter Balanced Assessment Consortium (SBAC) will provide the assessment for CT and many other states.
- For updated information, check the SBAC website at www.smarterbalanced.org regularly. You may also sign up for electronic alerts.

What is the purpose of the re-teaching/enrichment time built into your curriculum?

- Re-teaching/enrichment time must occur during scheduled subject area time (i.e. ELA during ELA time, math during math time, science during science).
- Students must master the standards embedded within the unit.
- After the post CA, teachers will need to re-examine the data to determine which students need further intervention on the unit skills and which students would benefit from enrichment activities.
- Students should be grouped for instruction according to their performance on the CA and regrouped, as necessary.
- Different instructional strategies should be selected to address the needs of students requiring the re-teaching of specific standards or skills.

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What does the re-testing process look like for CAs?

Let us first understand the purpose of re-testing: to ensure that youngsters have mastered a skill set.

- After re-teaching the identified weaknesses, students are reassessed to measure whether they have achieved mastery.
- In most cases, this reassessment will consist of re-administering the post CA **OR** using collaboration time to create an alternate common assessment. This is acceptable use of collaboration time as long as all team members are participating. If you choose to create a team retest, the tests should **mirror** the post CA in terms of the types of questions asked and the complexity of the items.
- Re-testing of CAs should occur within the time allotted for re-teaching/enrichment.

How do I calculate student grade on CA after re-testing?

Elementary/Intermediate (K-6)

- All students are given the opportunity to retest
- Students will receive the highest grade earned

Bailey

- All students are given the opportunity to retest
- Students will receive the highest grade earned with a maximum of 85

WHHS

- All students are given the opportunity to retest
- Student will receive the average score of the original post CA and the retest, with a maximum of 85 percent

After re-teaching, how do I record data after re-teaching on the data team form?

- Complete and print the spreadsheet data form after post CA
- Update and print the spreadsheet data form after re-testing (use this form to generate graphs for your data wall).

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- Reminder, all students (ELL & SPED) must be included in your data wall graphs and spreadsheet data forms.
- Save both data form spreadsheets to monitor students who need additional support on a continual basis.

Can ELL students receive modified assessments?

- ELL students at a LAS level 1 & 2 must receive modified assessments

Can students with disabilities receive modified assessments?

- Students with IEPs who are slated to take the CMT-MAS or CAPT-MAS may receive modified CAs. It must be specifically stated (i.e. subject specific) on page 9 of their IEP. Students who are slated to take the standard CMT or CAPT should take standard CAs with accommodations as needed.

Can students in the primary grades receive modified assessments?

- Like any other programming decision, the option of receiving modified assessments in the primary grades (K, 1, and 2) must be decided by the Planning and Placement Team (PPT). This decision should be supported by extensive data that proves the student requires an alternate assessment. Please keep in mind that CA's used in the primary grades are measuring foundational literacy and numeracy skills. The number of students receiving modified assessments in these grades should be minute.

What about students in CMT tested grades?

- The K-8 mathematics curriculum team is currently working on creating standard modified CAs that mirror the CMT-MAS. Modifications to the assessment include: fewer items per page, larger font, reduced multiple choice, compatible numbers, etc. Please keep in mind that the modified assessments created by the curriculum team mirror the standard assessment. Therefore, they can be included on your grade level data team sheets. Modified CAs for English Language Arts have not been created as of yet. Please continue creating your own assessments that match students' instructional needs.

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What if the modified CAs created by the math team are not appropriate for my student?

- Students who are significantly below grade level and require additional modifications are not appropriate for the modified CA's created by the curriculum team. In collaboration with the classroom teacher, special education teachers will have to create alternate assessments matched to their instructional needs. This data will need to be collected separately since the items on the assessment are different. Like any other CA data, it should go through the data team process.