Using Student Assessment Data
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“Assessment is today’s means of understanding how to modify tomorrow’s instruction.”

~ Carol Tomlinson
Process of Data

(click on image)
Types of Assessments

What types of assessments can you think of?
Types of Assessments

• Formative
  • Concept map
  • Short written response

• Summative
  • Midterm exam
  • Final project
Understanding Assessment Data

(click on image)
Overview of Statewide Student Assessment in Texas
STAAR® is an assessment program designed to measure the extent to which students have learned and are able to apply the knowledge and skills defined in the state-mandated curriculum standards, the Texas Essential Knowledge and Skills (TEKS).
State and Federally Required Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>STAAR 3-8 and EOC</th>
<th>Spanish STAAR</th>
<th>STAAR L²</th>
<th>STAAR A³/STAAR Alternate⁴</th>
<th>TELPAS⁵</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Reading</td>
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<td>Reading</td>
</tr>
</tbody>
</table>

BO²: Algebra I, English I, English II, Biology, U.S. History

TAKS³: Math, ELA, Science, Social Studies

Source: Texas Education Agency

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² State of Texas Assessments of Academic Readiness
³ STAAR end-of-course (EOC) assessments are not associated with particular grade levels; students take EOC assessments for courses in which they are enrolled as part of their graduation requirement.
⁴ STAAR L is a linguistically accommodated online assessment for recent immigrant English language learners who meet eligibility requirements. STAAR L is required by the federal Elementary and Secondary Education Act.
⁵ STAAR A is an online accommodated version of STAAR that provides embedded supports designed to help students with disabilities access the content being assessed.
⁶ STAAR Alternate is an alternate assessment based on alternate achievement standards. STAAR Alternate is required by the federal Elementary and Secondary Education Act.
⁷ The Texas English Language Proficiency Assessment System (TELPAS) is for students currently classified as limited English proficient.
⁸ The Texas Assessment of Knowledge and Skills (TAKS) is available to students for whom this assessment is a graduation requirement.
# 2014 STAAR Assessments

## Grades 3–8 Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessed Curriculum</th>
<th>Blueprint</th>
<th>Released Test Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
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<tr>
<td>4</td>
<td>Reading</td>
<td>Mathematics</td>
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<td>Mathematics</td>
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<td>Reading</td>
<td>Mathematics</td>
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<td>7</td>
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<td>8</td>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
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</tbody>
</table>

## Grades 3–5 Spanish Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessed Curriculum</th>
<th>Blueprint</th>
<th>Released Test Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Source: Texas Education Agency
STAAR Spanish is provided for English Language Learners (ELLs) in grades 3–5 who meet specific participation requirements for a Spanish-version assessment.
STAAR Alternate
Texas English Language Proficiency Assessment System (TELPAS)
“Assessment has more to do with helping students grow than with cataloging their mistakes.”

~ Carol Ann Tomlinson
How Data Helps Teachers

(click on image)
Understanding Student Data

Understanding Your Child's Confidential Student Report (CSR)
A Guide for Parents

<table>
<thead>
<tr>
<th>STAAR 3-8 Assessments (including STAAR Spanish, STAAR L, and STAAR A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3*</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Mathematics**</td>
</tr>
<tr>
<td>Science**</td>
</tr>
<tr>
<td>Social Studies**</td>
</tr>
</tbody>
</table>

*Assessments available in Spanish.
**Surprisingly recommended under STAAR L available.

**WHAT IS STAAR?**

The State of Texas Assessments of Academic Readiness (STAAR®) is the testing program for students in Texas public schools. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. The curriculum contains the content and skills students need to learn in order to be successful in the current grade and to make academic progress from year to year. Each STAAR assessment measures what students are learning in a specific grade. STAAR L is a version of STAAR for students who are learning English. STAAR L uses linguistic accommodations to help students understand the language of the texts so that they can demonstrate their knowledge and skills. STAAR A is an online, accommodated version of STAAR. It provides embedded supports designed to help students with disabilities access the content being assessed.

**WHAT IS THE PURPOSE OF THIS PARENT GUIDE?**

Every child who takes a STAAR test gets a report showing his or her test results. This report is called the Confidential Student Report, or CSR for short. Carefully reviewing your child's test results can help you identify where your child is doing well and where he or she may need to improve.

This parent guide is based on a sample CSR for grade 7. You will notice that the grade 7 CSR on the next page shows test results for three subject areas: reading, mathematics, and writing. If your child took these subject-area tests at a different grade, his or her results will be reported in the same way as they are at grade 7. If your child took a science or social studies test, his or her test results will be reported in the same way as the results for reading and mathematics. So no matter what grade your child is in, this grade 7 sample report will help you understand your child's actual test results.

**WHAT ARE THE PERFORMANCE LEVELS FOR STAAR?**

The STAAR assessments have three categories for performance. The categories are Level III: Advanced Academic Performance, Level II: Satisfactory Academic Performance, and Level I: Unsatisfactory Academic Performance. Your child's performance level is indicated for each assessment he or she took.

If your child's report shows a "YES" under Level III: Advanced, he or she performed at a level that was well above passing. Performance in this category indicates that students are well prepared for the next grade and are highly likely to be successful in that grade.

If your child received a "NO" under Level III: Advanced but a "YES" under Level II: Satisfactory, he or she performed at a level that was at or above passing. Performance in this category indicates that students are sufficiently prepared for the next grade and are likely to be successful in that grade. However, students in this category may need some additional instruction focused on the content and skills that were difficult for them.

If your child's report shows a "NO" under Level II: Satisfactory, he or she performed at a level that was below passing. Performance in this category indicates that students are not adequately prepared for the next grade and are not likely to succeed in that grade without significant and ongoing instructional support.
Understanding Student Data

### Explanation of Results

<table>
<thead>
<tr>
<th>Explanation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Categories</td>
<td>The content and skills tested on each STAAR assessment are grouped together. Each group is called a reporting category. The categories for each subject area are listed in this column.</td>
</tr>
<tr>
<td>Items Correct and Items Tested</td>
<td>The Items Correct column shows the number of questions your child answered correctly for each reporting category. The Items Tested column shows the total number of questions tested for each reporting category.</td>
</tr>
<tr>
<td>Percent Correct</td>
<td>The shaded bar shows the percentage of questions your child answered correctly for each reporting category.</td>
</tr>
<tr>
<td>Writing Performance Results</td>
<td>On the writing test, your child wrote two compositions and answered multiple-choice questions related to revision and editing. In addition to the number and percent of multiple-choice questions your child answered correctly, your child scored on each composition is shown. For the written composition section of the writing test, the first column lists the type of composition your child wrote. The second column shows the points your child earned on each composition. The third column shows the total points possible on each composition. The final column describes the score, showing the level of writing performance your child demonstrated on each composition.</td>
</tr>
<tr>
<td>Student’s Scale Score</td>
<td>This is your child’s scale score, which shows his or her performance on the test. The STAAR scale score lets you compare your child’s score with the Satisfactory and Advanced performance levels. The scale score indicates how far above or below these performance levels your child’s achievement is.</td>
</tr>
<tr>
<td>Next Information</td>
<td>This column shows whether your child took a specific version of a STAAR test. Different letters indicate different versions for STAAR English I, English II, Science I, and Science II. If there is a letter in this column, your child took the general version of the STAAR assessment.</td>
</tr>
<tr>
<td>Level I: Unsatisfactory and Level II: Satisfactory</td>
<td>To the right of the scale score, the “YES” or “NO” shows whether your child scored Level I: Unsatisfactory or Level II: Satisfactory on the test.</td>
</tr>
<tr>
<td>Progress Measure</td>
<td>The STAAR Progress Measure gives you information about how much your child has improved in a subject area. For reading and mathematics, this measure is based on a comparison of your child’s score last year with his or her score this year. For writing, this measure is based on a comparison of your child’s score on the grade 7 assessment with his or her score on the grade 7 assessment. This measure is calculated for students who are English Language Learners, an English Language Learner (ELL) Progress Measure is reported. This progress measure provides information about whether your child has made progress toward passing STAAR. The ELL progress measure is based on your child’s level of English language proficiency and the amount of time he or she has attended school in the United States. This measure will help you better understand whether your child is making reasonable progress in acquiring English language skills based on his or her English proficiency and schooling. For more information about the STAAR and ELL Progress measures, contact your child’s school or visit the STAAR website at <a href="http://www.texasassessment.gov/parents">http://www.texasassessment.gov/parents</a>.</td>
</tr>
</tbody>
</table>

### Source
Texas Education Agency
Tracking Student Data

1. Give an assessment
2. Grade the assessment
3. Record the results in a data tracking form
4. Use the results to direct your instructional methods
Analyzing Student Data

- Use the Results to Modify and Improve Programs
- Establish Student Learning Outcomes and Goals
- Provide Learning Opportunities
- Assess Student Learning
### Examples of Student Data Tracking Forms

Source: School Improvement in Maryland

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading: Literature</td>
<td>Grade 2 Year:</td>
<td>Quarter:</td>
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</tbody>
</table>

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**Apply appropriate strategies before reading, viewing, or listening to a text:**
- Use prior knowledge and experiences to make and explain connections to the text.
- Make predictions or ask questions about the text by examining title, cover, illustrations/photographs, text, and familiar author or topic.
- Set a purpose for reading and identify type of text.

**Apply appropriate strategies to monitor understanding during reading, viewing, or listening to a text:**
- Recall and discuss what is understood.
- Revise, read on, and restate the difficult parts in your own words.
- Make, confirm, or adjust predictions.

<table>
<thead>
<tr>
<th>Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Diagnose/Re教</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Diagnose/Re教</th>
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Item Analysis Summary Reports

Example shown: STAAR grade 4

This report shows the item number, the reporting category measured by the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2014 released STAAR tests. For STAAR grades 3–5, English and Spanish results are reported separately.

Available:

STAAR
STAAR Spanish
STAAR Modified

A. Identification information
The top of the report contains identification information for the campus. The grade assessed, report dates, and assessment data are also included. The program logo in the upper-left corner of the summary report indicates the program.

B. Number of students tested
The number of students assessed is provided.

C. Item number
The item number corresponds to the item number on the test for that subject.

D. Reporting Category
The number of the reporting category measured by each test item is listed. An alphabetical listing of reporting categories can be found on the Summary Report. The complete wording of each reporting category for every assessment is found on TEA’s Student Assessment Division website.

E. Percent responding
The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than two students were assessed.

F. Percent not responding
The percentage of students who did not respond to this item is shown in the column with the double asterisk heading. To maintain student confidentiality, no data are reported if fewer than two students were assessed.

G. Process number
The process number found in the bottom-right corner of the report is a unique number per administration, that is assigned to the report by the testing contractor. Refer to this number if questions arise about the test report.

Source: Texas Education Agency
How Do Teachers Use Data?
The Key to Educational Improvement: Data and How We Use It

(click on image)
References and Resources

Images:
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• School Improvement in Maryland. (Slide 23)
• Texas Education Agency. (Slides 10, 11, 19, 20 and 24)

Websites:
• Butte County Office of Education Using Classroom Data to Improve Student Achievement  
  http://www.classroomdata.org/index.cfm?page=2
• Carnegie Mellon Eberly Center for Teaching Excellence and Educational Innovation  
  How to Assess Students’ Learning and Performance  
  http://www.cmu.edu/teaching/assessment/assesslearning/
• Cornell University Center for Teaching Excellence Assessing Student Learning  

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References and Resources

YouTube™:
- How Data Help Teachers
  Follow a teacher and student through the school year to see how data help teachers, parents and others make sure students are meeting education goals. Teachers have access to more quality data than ever, on factors like student performance, attendance, and more. When used along with pedagogy, content knowledge and professional judgment, these data can be used responsibly to improve outcomes for students.
  https://youtu.be/cgrfiPvwDBw
- How does teacher use of student assessment data change student outcomes?
  NATD asked educational professionals the following question “How does teacher use of student assessment data change student outcomes?”
  https://www.youtube.com/watch?v=IkoBQeWCGDc
- Process of data use – Performance-Driven Education in the Classroom
  The Michael and Susan Dell Foundation explain the benefits of performance driven education in the classroom.
  https://youtu.be/FYEymwPm8gw
- Taming the Beast: Understanding Assessment Data
  The Innovation Effect: Building an Education Partnership, Episode 6 ‘Taming the Beast’: Understanding Assessment Data – CELT at Keene State College.
  https://www.youtube.com/watch?t=82&v=dFpPT9AU-hQ
- TEDxCincy – Jeff Edmondson – The Key to Educational Improvement: Data and How We Use It
  Jeff Edmondson suggests that student data matters, and it matters how educators utilize it in the classroom.
  https://www.youtube.com/watch?v=FLqc_9VxfCE