DATA BASED DECISION MAKING, THE COLLABORATIVE ASSESSMENT, AND DYNAMIC GUIDING ASSESSMENT THROUGH STUDENT WORK
AGENDA

Class:
• Draft 2 Feedback, Draft 3 (Tables)
• Dynamic Assessment Intro
• Data Team Meeting 2: “Collaborative Assessment Conference”

Case Study Teams:
• Test Day Prep-Affective Measures & Timetables
• Profiling
• Dynamic Assessments Prep
• Schedule
• Achievement Tables
• Affective Measure & Final Testing Plans
WHY DATA BASED DECISION MAKING?

• Analyze strengths, weakness, threats, and opportunities for school improvement
• To meet accountability requirements
• To focus efforts and monitor progress
• To develop a sense of community through organizational learning

CPS FRAMEWORK FOR TEACHING:
Teacher Evaluations in CPS are based on DBDM
Feedback from administrators is crucial to keep us improving our practice.

http://cps.edu/ReachStudents/Pages/ProfessionalPractice.aspx
DATA-BASED INDIVIDUALIZATION

• A systematic process of providing intensive academic and behavioral interventions
• Links interventions to assessments
• A dynamic process that adjusts over time depending on the student’s academic and/or behavioral performance and needs
• Often domain-specific (e.g. reading comprehension, impulsive behavior)
• Often implemented within MTSS/RtI framework at Tier 2 or Tier 3
• Diagnostic assessment and progress monitoring inform decisions about interventions and adaptations.

Source: Danielson, L. & Rosenquist, C. Introduction to the TEC special issue on data-based individualization. TEACHING Exceptional Children, 46(4), 6-12.
THE PROCESS

The CAC is a conversation amongst professionals to learn directly from student work.

Using the CAC format allows for unbiased, objective interpretations of student work.

The CAC follows a structured protocol to ensure that valuable data are collaboratively gathered in a short amount of time.

For our purposes the sample of student work should be in the academic area of concern.

The take away:
How can we further support student learning?
How does/doesn’t the assessment demonstrate student learning?
What have we learned through the CAC process?
SAMPLES OF STUDENT WORK:

Sample #1

Sample #2
COLLABORATIVE ASSESSMENT CONFERENCE

- Purpose: to gain insight into student understanding and learning through close examination of student work (use the *professional noticing* framework)

- Sources of evidence/data: samples of student performance in area of need on dynamic assessment and standardized testing (written, video or audio documents)

- Preparation: review performance and 1) decide on 1-3 examples of performance in the area of need; 2) make 4 copies of each work sample or bring video/audio tape; 3) use the *professional noticing* worksheet to examine each sample prior to the meeting (bring notes).

“ANALYZING & LEARNING FROM STUDENT WORK”

Getting Started
- Facilitator identified and presents student work
- Participants/Peers review the work silently

Discussing the work
- **Round 1. DESCRIBE:** What do you notice about the student work?
- **Round 2. INTERPRET:** What does the student understand?
- **Round 3. QUESTION:** What questions do you have about the work?

Reflections from the Presenting Teacher
- Comments on the student work and respond to questions.
- Shares insights from surprising or unexpected comments.

Suggestions for Teaching and Learning
- Based on the discussion of the students’ performance, what might you suggest doing next with the [student]? [feedback, student self-assessment]
- Describe ways the assessment did (not) give the student an opportunity to demonstrate what they knew.

Debriefing
- What are we learning through this process? How can the process be improved?” (p. 16, Bedford & Hollinger, 2006)
DYNAMIC ASSESSMENT IN THE CLINIC

Why are we assessing?

• What was the guiding questions from our last data meeting?

• In what ways will our assessment inform our next steps of the child’s learning? (Lauchlan, 2013)

• What kind of feedback will we/this provide to the student?

• How can we make learning efficient?
  • This feedback will come in two forms:

   written in the report as a DVD directly to the child
4 STEPS TO CREATING A DYNAMIC ASSESSMENT EDITED FOR CLINIC USE

1) Assessment: all the tests we have/are doing in the clinic

2) Feedback: The learning profile we are continuously working on

3) Intervention: Strategies that we think will improve students learning
   1) The targeted area/ skill for learning
   2) Plan to implement the intervention/strategy
   3) The protocol for reassessment

4) Review and Update the Learning Profile

Decide what you are using as an intervention and begin writing your DA protocol. Dynamic Assessments that have already been created are on the website.
DYNAMIC ASSESSMENT EXAMPLES

Protocol- Protocols for D.A’s must be completed and checked by your instructor before you can administer your D.A.

Examples: Let’s look at a few styles of D.A- Interviews, mini lessons, etc.
<table>
<thead>
<tr>
<th>October 19</th>
<th>***** INTERN TESTING DAY 3 *****</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00-1:00 (children test from 9:30-Noon)</td>
</tr>
<tr>
<td></td>
<td>PRINT TESTING SCHEDULE FOR YOUR TESTING DAY</td>
</tr>
<tr>
<td>October 23</td>
<td>Class 9</td>
</tr>
<tr>
<td>1) Academic Summaries</td>
<td>2) Dynamic Assessment</td>
</tr>
<tr>
<td>3) Profile &amp; Interpretation</td>
<td>4) Collaborative Writing: Edits to Academic Summaries</td>
</tr>
<tr>
<td>1) Video Tutorial: Researching Disabilities</td>
<td>TBD based on student needs</td>
</tr>
<tr>
<td>DUE: Achievement Tables</td>
<td></td>
</tr>
<tr>
<td>QUIZ: Online Quiz #5</td>
<td></td>
</tr>
<tr>
<td>BRING:</td>
<td>1) Laptops</td>
</tr>
<tr>
<td>2) Binders</td>
<td></td>
</tr>
<tr>
<td>3) Testing materials for practice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 26</th>
<th>***** TESTING DAY 4 *****</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DYNAMIC ASSESSMENTS &amp; Wrap Up</td>
</tr>
<tr>
<td></td>
<td>9:00-1:00 (children test from 9:30-Noon)</td>
</tr>
<tr>
<td></td>
<td>PRINT TESTING SCHEDULE FOR YOUR TESTING DAY</td>
</tr>
<tr>
<td>October 30</td>
<td>Class 10</td>
</tr>
<tr>
<td>1) Review of academic summaries</td>
<td>2) Collaborative Writing</td>
</tr>
<tr>
<td>3) Peer Review</td>
<td></td>
</tr>
<tr>
<td>Quiz: Online Quiz 6</td>
<td></td>
</tr>
<tr>
<td>Peer Review: Bring 1 hard copy of your achievement tables and summary</td>
<td></td>
</tr>
<tr>
<td>BRING:</td>
<td>1) Laptops</td>
</tr>
<tr>
<td>2) Binders</td>
<td></td>
</tr>
<tr>
<td>3) Testing materials for practice</td>
<td></td>
</tr>
</tbody>
</table>