



## Analyzing Summative Data to Inform Teaching and Learning



# Reporting Achievement Level Descriptors

## Mathematics Reporting Achievement Level Descriptors

High School	Grades 6–8	Grades 3–5
<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>
<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.</p>	<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</p>
<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>



# Reporting Achievement Level Descriptors

High School	Grades 6–8	Grades 3–5
<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>	<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</p>

## English language arts/literacy Reporting Achievement Level Descriptors

High School	Grades 6–8	Grades 3–5
<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>	<p><b>Level 4</b></p> <p>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>
<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.</p>	<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>	<p><b>Level 3</b></p> <p>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>

# Reporting Achievement Level Descriptors

High School	Grades 6–8	Grades 3–5
<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>	<p><b>Level 2</b></p> <p>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>
<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.</p>	<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>	<p><b>Level 1</b></p> <p>The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.</p>

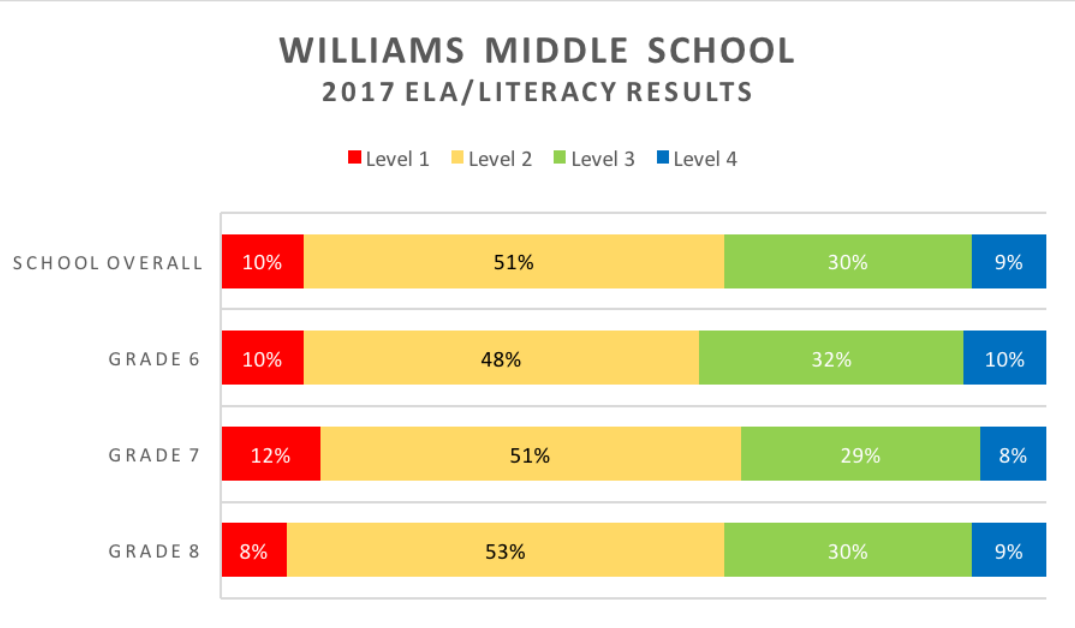
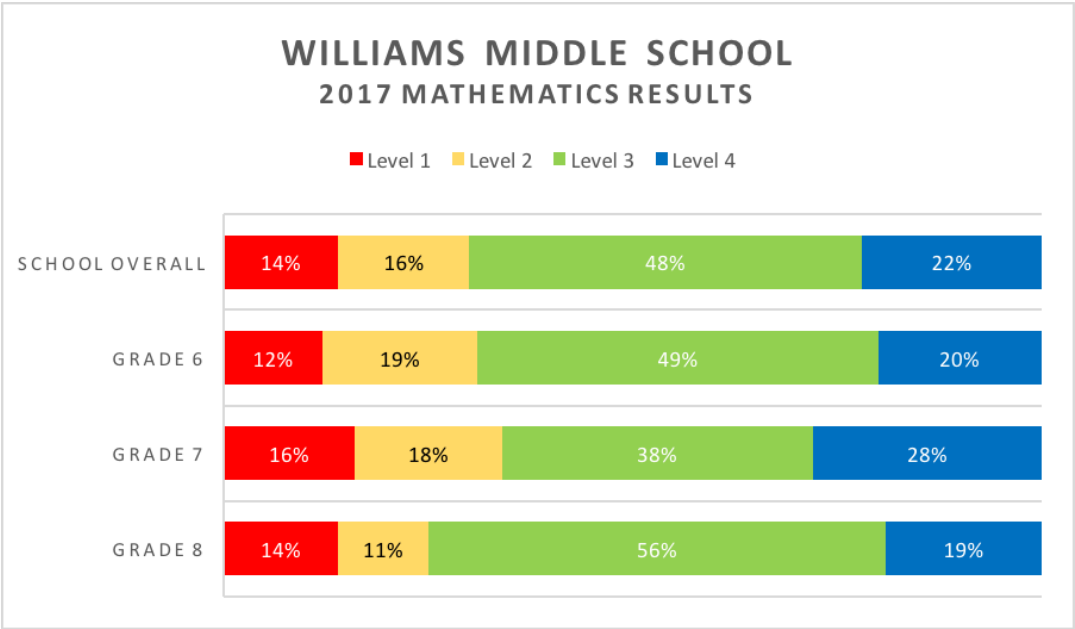
## Handout 4.2: Using Summative Assessment Data

	<b>Appropriate Uses of Data</b>	<b>Inappropriate Uses of Data</b>
<b>Classroom Summative Assessments</b>		
<b>End-of-Year Summative Assessments</b>		

# Handout 4.3: Data Discovery Case Studies

## Scenario A:

Your PLC team has been tasked with analyzing the summative assessment data for Williams Middle School, with the intention of providing recommendations to the school board for how you plan to increase student achievement. Williams Middle School is located in a suburban setting and serves approximately 350 students total across grades 6, 7, and 8. The PLC will be looking at both the mathematics and English language arts (ELA)/literacy assessment results for 2017.



- What information do the Reporting ALDs (see Handout 4.1) provide that can inform your analysis?

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- Based solely on data, what conclusions can you come to regarding student performance?

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- What are the limitations of this data set?

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- After analysis of these data, what other questions arise? What next steps could you take to get answers?

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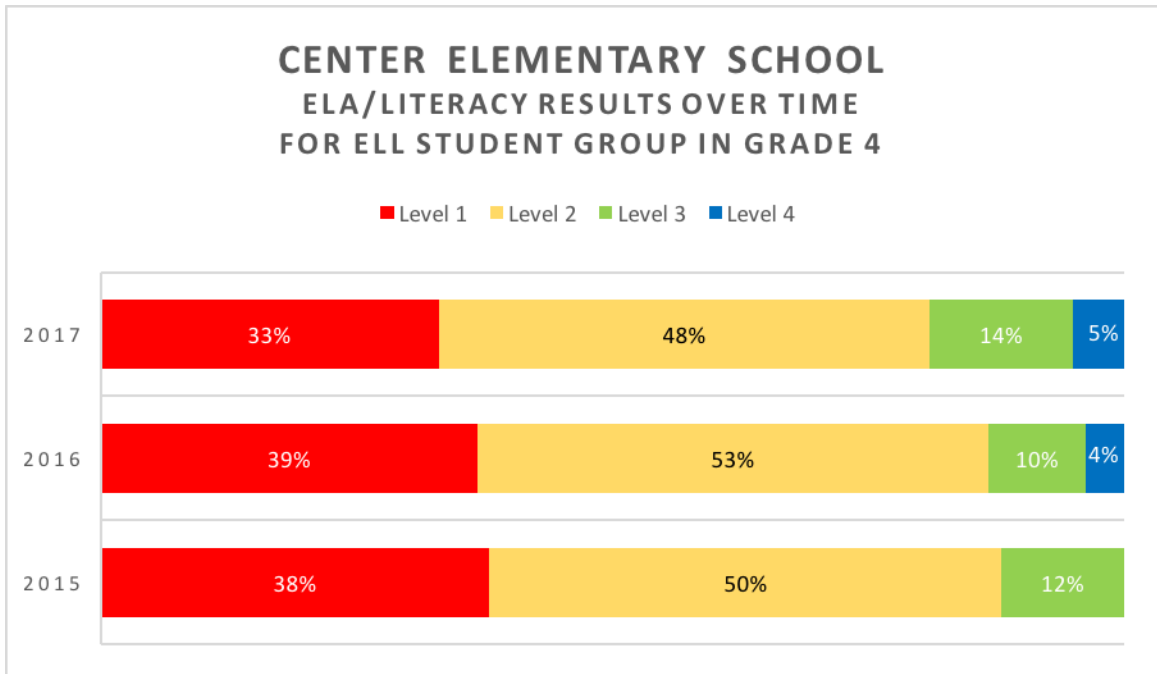
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Scenario B:

Your PLC team has been tasked with analyzing the grade 4 English language arts/literacy summative assessment data for Center Elementary School, with the intention of tracking English Language Learner (ELL) student population progress and providing recommendations to classroom teachers to help improve outcomes for this student group. Center Elementary School is located in a rural setting and serves approximately 200 grade 4 students per year. The PLC will be looking only at grade 4 data, and comparing data over three years' time.



- What information do the Reporting ALDs (see Handout 4.1) provide that can inform your analysis?

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- Based solely on these data, what conclusions can you come to regarding student performance?

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- What are the limitations of this data set?

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- After analysis of these data, what other questions arise? What next steps could you take to get answers?

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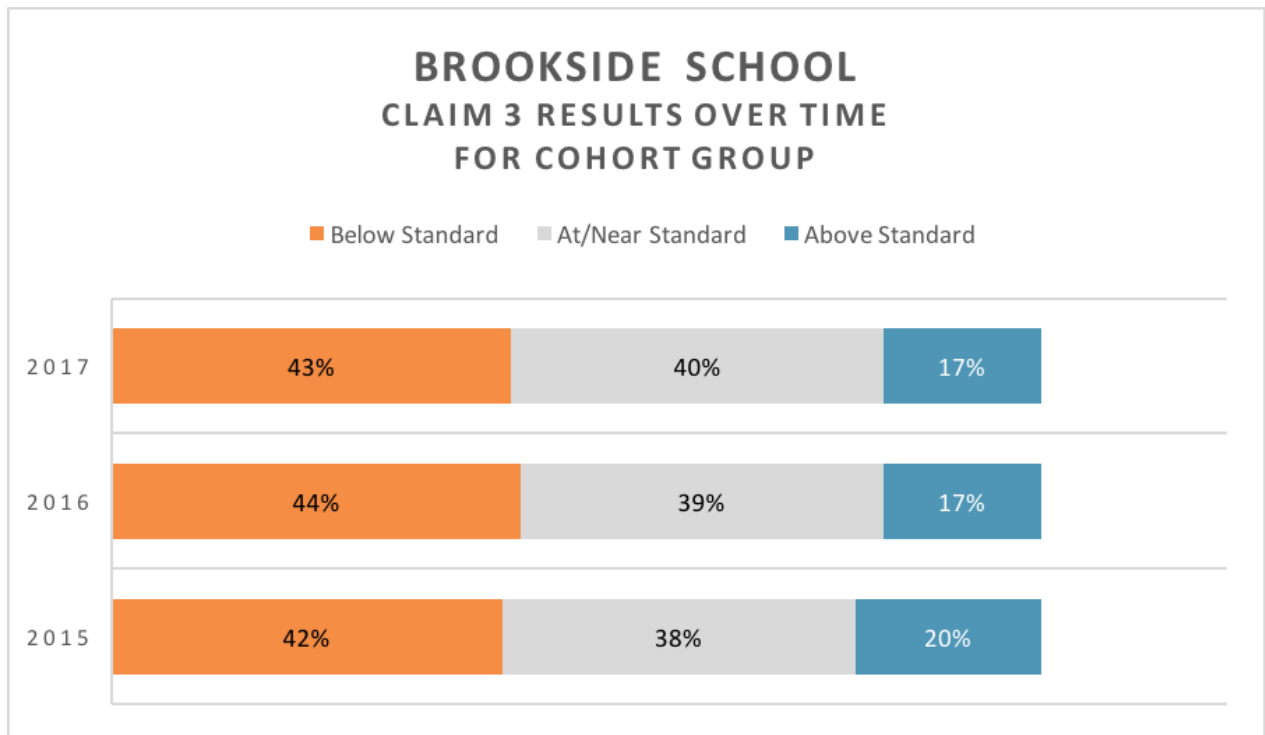
Scenario C:

In preparation for the upcoming school year, your grade 9 level PLC team has been tasked with analyzing student performance on math Claim 3 – Communicating Reasoning (Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others) for the incoming freshman cohort of students across three years of summative assessment data.

Brookside School is located in a large suburban setting, and receives students from four different feeder middle schools. 19% of the student population are ELLs, and 28% of the student population have Individualized Education Plans (IEPs). Over the past five years, the school district has implemented three distinct initiatives:

1. Teacher professional development on formative assessment practices
2. Integration of technology in the classroom
3. Improvement of student writing performance through targeted intervention

Using this information about the school and the data set provided fill out Handout 4.4, Data Analysis Process Template, with your tablemates. Incorporate your knowledge of ALDs and ECD to come up with a response that can be implemented into classroom practices. Be prepared to share your response/plan with the larger group.



## HANDOUT 4.4: DATA ANALYSIS PROCESS TEMPLATE

<b>DATA SOURCE</b> <i>Identify and use appropriate data sources.</i>	<b>RESEARCH</b> <i>Using the data sources available, report the facts. Look for trends or areas of concern. Look for areas of success. This is an objective data discovery.</i>	<b>RECALL</b> <i>Focusing on the prior school year(s), discuss the realities of the classroom, school/district programs, practices, and policies. What happened? Focus on facts only—no conjecture.</i>	<b>REFLECT</b> <i>Connect performance with prior practices, programs, and policies. Consider possible reasons. Be honest about what occurred and how that may have impacted the performance that you observe.</i>	<b>RESPOND</b> <i>What might be some possible ways to move forward? These responses should tie directly to what emerged from the reflection process.</i>
<b>RESOURCES</b>				