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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Practicum in Education and Training |
| **Lesson/Unit Title** | Using Student Assessment Data |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (7) The student assesses instruction and learning. The student is expected to:  (A) develop and apply assessments to foster student learning;  (B) use assessment strategies to promote personal growth and teaching or training improvement; and  (C) use reflective techniques to promote personal growth and teaching or training improvement. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Identify teaching strategies to align with assessment data * Conduct research using student assessment data * Analyze research data to improve teaching |
| **Rationale** | Each year thousands of students throughout the state of Texas take the State of Texas Assessments of Academic Readiness (STAAR®) exam. What do teachers and state officials do with the scores? How do educators use the scores to gauge student success? Is all this testing necessary? How does it benefit the students? In this unit, we will discuss the benefits of collecting student assessment data, different methods of collecting that data, and how to use it in the classroom to mutually benefit the student and teacher. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Analyze:** To study (something) closely and carefully  **Assessment:** The process of documenting knowledge, skills, attitudes, and beliefs  **Closure:** A summarizing process that helps students draw conclusions based on what they have learned  **Data:** Facts or information used usually to calculate, analyze, or plan something  **Formative Assessment:** Assessment that is meant to provide feedback about students’ learning and understanding while the learning is occurring, rather than after it is completed  **Instructional Methods:** Basic teaching formats, such as lectures and discussions, used to develop specific learning activities  **Research:** The collecting of information about a particular subject  **State of Texas Assessments of Academic Readiness (STAAR®) Exam:** State testing 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)  **Summative Assessment:** Assessment designed to evaluate students’ learning after instruction has taken place, measuring results, and determining whether learning objectives have been met  **Teacher Centered Methods:** Teaching strategies in which the teacher’s role is to present the information and to direct the learning process of students |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (be sure to follow district guidelines) * Presenter/remote * Copies of handouts   **Materials:**   * Copies of various forms of state assessments   **Supplies:**   * Butcher paper * Markers   **Other appropriate lessons:**   * The Art of Planning a Lesson Instructional Practices in Education and Training * Instructional Methods Practicum in Education and Training * Assessing What is Being Taught Instructional Practices in Education and Training * Copies of handouts   **PowerPoint:**   * Using Student Assessment Data   **Graphic Organizers:**   * Note-taking Using Student Assessment Data   **Handouts:**   * Anticipation Guide – Using Student Assessment Data * Anticipation Guide – Using Student Assessment Data (Key) * FAQ STAAR® Testing * STAAR® Student Report * STAAR® Performance Level Descriptors for Third Grade * STAAR® Third Grade Reading Assessment * State of Texas Assessments of Academic Readiness (STAAR®) Questions * Student Assessment Data Project * Rubric for Student Assessment Data Project * 2014 Interpreting Assessment Reports * 2015 STAAR® Grades 3-8 Parent Guide English   **Technology:**   * Free App:  ClassDojo helps teachers improve behavior in their classrooms quickly and easily. It also captures and generates data on behavior that teachers can share with parents and administrators. <https://www.classdojo.com/> * Classes – Schedule  Search for on-line apps that are compatible with your software to easily input schedules that can be easily manipulated and retrieved   **Infographic:**   * The Educational Assessment Landscape Designed by Santosh Kushwaha and published by CTB/McGraw-Hill.<http://blogs.onlineeducation.touro.edu/the-educational-assessment-landscape/>   **Ted Talk:**   * Bill Gates: Teachers need real feedback Until recently, many teachers only got one word of feedback a year: “satisfactory.” And with no feedback, no coaching, there’s just no way to improve. Bill Gates suggests that even great teachers can get better with smart feedback â” and lays out a program from his foundation to bring it to every classroom.<http://www.ted.com/talks/bill_gates_teachers_need_real_feedback> * 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> * Tests should make sense: Matt Lavery at TEDxOrlando  Matt Lavery argues why we should re-evaluate the way we assess students. <https://www.youtube.com/watch?v=xH5qEGPOoQA>   **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=lkoBQeWCGDc> * 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> |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Prior to class:**  Divide students into groups. Arrange desks accordingly. Provide several forms of assessment tools as well as one sheet of butcher paper and markers for each group.  When class begins, have the students examine the items on their table. Instruct students answer the following questions on the butcher paper:   * What is the purpose of each type of assessment? * Which type of assessment is a better reflection on student performance? * What do teachers do with the assessment information? * How should teachers use the assessment information?   Allow students to discuss their answers out loud with the class.  Distribute the Anticipation Guide – Using Student Assessment Data handout prior to viewing the PowerPoint. Prior to the start of this lesson, the students will read each statement and place a check mark by each statement they THINK is true. After they have answered each statement, students are to put the handout away for later use during Lesson Closure. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and their definitions.  Distribute the graphic organizer, Note-taking Using Student Assessment Data or have them take notes in their journals. Students will be expected to take notes and participate in discussions while viewing the slide presentation.  Introduce the PowerPoint Using Student Assessment Data Students will be expected to take notes while viewing the slide presentation.  Use appropriate notes from Presentation Notes for Using Student Assessment Data for discussion.  Using the Note-taking Using Student Assessment Data handout, students will have an opportunity to reflect upon, review and respond to the information pertaining to the PowerPoint. They will write a summary of statements which reflect the information from the lesson:   * Discuss the topic * Write down your thoughts * Make a real-world connection to the lesson * How is this going to help you in the future?   Allow for questions and answers and check for understanding.  Throughout the lesson refer to the Word Wall so that students may become familiar with terminology. You may use a site such as wordle.net or tagxedo.com to create a digital word wall.  Videos included in the slide presentation:   * 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=lkoBQeWCGDc> * 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>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking, navigating to the web, and completing the assessment * providing extra time for oral response * providing frequent feedback |
| **Guided Practice \*** | **Prior to this activity:**  Teacher note: Invite your school counselor, testing coordinator, school administrator or district testing coordinator to be a guest speaker in your classroom. The guest speaker is to speak to the students on FAQ pertaining to the STAAR® test and how the district, teachers and administrators utilize student assessment data.  Distribute handout, State of Texas Assessments of Academic Readiness (STAAR®) Questions. Individually, students will complete the handout during the guest speaker’s informative session. The last three questions were left blank to allow the students the opportunity to ask additional questions.  Upon completion of guest speaker’s presentation, distribute handout, 2015 STAAR® Grades 3-8 Parent Guide English (1) to discuss understanding a child’s confidential student report (CSR). Check for understanding.  Teacher note: If you are unable to secure a guest speaker for this activity, the students may use FAQ STAAR® Testing as a resource to complete State of Texas Assessments of Academic Readiness (STAAR®) Questions.  Allow time for the completion of the activity and for a class discussion.  Completion of the handout can be assessed as a daily grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * pheck for understanding * providing extra time for oral response * providing frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Prior to activity:**  Note to teacher: The STAAR® test example provided in the lesson is for 3rd grade, however if you have access to other grade level scores, you can black out the name and other identifiable information and use those for the activity.  Another option could be if you have juniors and seniors in the course, they may opt to bring in their own test results to review.  Read the following scenario:  You are a third-grade teacher who has received and is reviewing the results of your students’ STAAR® test. What TEKS and strategies can you implement, using the student assessment data on the STAAR® report, to help your student reach the Advanced Academic Performance level in Reading?  Individually, students will complete Student Assessment Data Project. Using the assessment data on the STAAR® Student Report with the assistance of the Texas Essential Knowledge and Skills (TEKS) for Grade 3 and STAAR® Third Grade Reading Assessment handouts, students will:   * Analyze the data on the Reading Reporting Categories   + Understanding Across Genres   + Understanding/Analysis of Literary Texts   + Understanding/Analysis of Informational Texts * Correlate the Reading Reporting Categories to specific third grade TEKS * Determine three to four strategies/concepts to increase student’s reading performance   Instruct the students the object is to align TEKS and teaching strategies to improve all the reporting categories in Reading. Students may use **STAAR® Performance Level Descriptors for Third Grade** as a resource to determine the components of Advanced Academic Performance level in Reading.  Distribute and review **Rubric for Student Assessment Data Project** so that students may understand what is expected.  Teacher note: You may opt to allow the students to read each other’s project and critique with constructive suggestions.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing extra time for oral response * providing frequent feedback * providing peer tutoring * reducing length of assignment |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will retrieve the Anticipation Guide – Using Student Assessment Data handout they began during the Anticipatory Set of this lesson. Students are to reread each statement and place a check mark by each statement they KNOW is true. They are to provide information that PROVES other statements are not true. Students may use the back of the sheet if additional space is needed. As a class, compare the two sets of answers.  Teacher note: (Key) Anticipation Guide – Using Student Assessment Data handout has been provided for you to check the students’ handout.  Ask students to share the most important thing they learned from the lesson.  Allow for questions and class discussion. Check for understanding. |
| **Summative/End of Lesson Assessment \*** | Project will be assessed with the Rubric for Student Assessment Data Project.  Optional  Using the information gathered in the Student Assessment Data Project, students can write a one-page reflective essay on the data collected and its results. Students can also state how this information could be used to enhance classroom performance and student success.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * grading according to work done * providing praise and encouragement |
| **References/Resources/**  **Teacher Preparation** | * **Images:**   + Microsoft Office Clip Art: Used with permission from Microsoft®.   + Photos obtained through a license with Shutterstock.com®.   + School Improvement in Maryland.   + Texas Education Agency. * **Textbooks:**   + Diaz, C., Pelletier, C. & Provenzo, Jr., E. (2006). Touch the future: teaching! Boston, MA: Pearson Education, Inc.   + Kauchak, D. & Eggen, P. (2014). Introduction to teaching: becoming a professional. (Fifth ed.). Saddle River, NJ: Pearson Education, Inc.   + Morrison, G. (2012). Early childhood education today. (Twelfth ed.). Upper Saddle River, NJ: Pearson Education, Inc.   + Wong, H., Wong, R. (1998). The First Days of School. Mountainview, CA: Harry K. Wong Publications, Inc. * **Websites:**   + 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<http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/index.html>   + STAAR® Resources An overview and resources for students, teachers, and parents on the STAAR® exam.<http://tea.texas.gov/student.assessment/staar> * **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=lkoBQeWCGDc>   + 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> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Visual representations of 16 Career Clusters® * <http://www.learnerdictionary.com> for pronunciation and meaning of terms * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson * Discuss vocabulary in detail and make sure everyone has a firm grasp on it before moving forward with the lesson * Use graphic organizers and visuals to explain the lesson in detail * Print fill-in-the-blank handouts of the PowerPoint notes for students to follow along with the lesson * Provide note-taking assistance using Article Stop and Jot |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | **Current Events:**  Assign students to read about the assessments and using student data in the classroom to drive instruction. Information can be found in newspaper articles, magazines, journals, and online print.  Suggestions:   * How A First Year Teacher Uses Data to Drive Instruction<http://www.mbae.org/how-i-use-data-to-drive-instruction> * How Classroom Assessments Improve Learning<http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx> * Interpreting Assessment Reports  Texas Student Assessment Program   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | Assessment is today’s means of understanding how to modify tomorrow’s instruction. **-Carol Tomlinson**  Assessment has more to do with helping students grow than with cataloging their mistakes. **-Carol Ann Tomlinson**  The power of formative assessment lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. **-Susan Brookhart** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * What is student data? Give examples. * Student data is used for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * How does evaluating student data benefit the student?   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role – Mentor teacher   + Audience – New teacher   + Format – Informative   + Topic – Benefits of analyzing student data |
| **Communication**  **90 Second Speech Topics** | * Describe methods of evaluating student knowledge. * Describe why it is necessary to continually evaluate student knowledge. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Research the use of student data in the classroom and write a one-page essay on the topic. * Interview teachers on your campus, or the campus at which you are a student intern, about how student data drives the teacher’s instructional lessons and impacts student learning goals and outcomes. * Interview administrators or curriculum specialists in your district about how student data drives the teacher’s instructional lessons and impacts student learning goals and outcomes. * Collect articles in the news related to standardized testing and write a summary on each.   **TED Talks:**  TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   * Bill Gates: Teachers need real feedback Until recently, many teachers only got one word of feedback a year: “satisfactory.” And with no feedback, no coaching, there’s just no way to improve. Bill Gates suggests that even great teachers can get better with smart feedback— and lays out a program from his foundation to bring it to every classroom.<http://www.ted.com/talks/bill_gates_teachers_need_real_feedback> * 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> * Tests should make sense: Matt Lavery at TEDxOrlando  Matt Lavery argues why we should re-evaluate the way we assess students.<https://www.youtube.com/watch?v=xH5qEGPOoQA> |
| **Family/Community Connection** | * Invite the district curriculum specialist to speak to the class on assessments and student data. * Interview parents on their feelings toward standardized testing and the impact it has on their student. * Invite staff members of special population students such as, special education, ESL/ELL, GT and 504, to speak to the class on student data and how it drives the instruction of students of special populations. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  Star Events   * Early Childhood Purpose: To evaluate participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children Purpose: To evaluate participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train Purpose: To evaluate participants for their exploration of the education and training fields through research and hands-on experience.   **SkillsUSA**  <http://www.skillsusa.org/>  SkillUSA Events   * Community Action Project (Demonstration) Purpose: To evaluate a team of two contestants’ ability to develop, execute, document, and present a project that was completed in their community or school, which provides a benefit to the community or the school. To evaluate local activities that benefit the community and to recognize excellence and professionalism in the area of community service. This event also enables the community to become aware of the outstanding work being performed by career and technical education students.   **Texas Association of Future Educators**  <http://tafeonline.org>  TAFE Events   * Creative Lecture Competition Purpose: To evaluate an individual who demonstrate valuable skills for all educators. Storytelling and effective oral communication skills are vital qualities for professional success. Captivating an audience and sustaining their attention and wonder with a compelling topic remains one of the most valuable abilities in an increasingly networked society. * Lesson Planning and Delivery Competition Purpose: This competition is an individual event, where future educators will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on CTE, Humanities or STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. For additional information on service learning see <http://www.ysa.org>  Possible idea:  Create a set of templates that teachers could use to track student data in the classroom. Offer the templates to new teachers within your district. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)