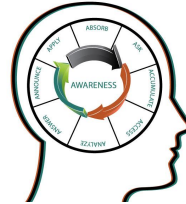


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Develop Your Data Mindset

Module 13 - Student Level Goal Evaluation Part 1 - Background Knowledge, Absorb & Ask

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Learning Goals

- Increase knowledge of student-level goal evaluation
- Formulate questions to guide the inquiry cycle for evaluating a student-level goal

SLDS Data Use Standards

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected
- K.1.E Data Metric: Knows that measures can be broken down into data metrics, which are calculated for analysis and monitored for changes
- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions
- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data

Teacher Thought

If I evaluate the end-of-year goal for an individual student, I will have a better understanding of the extent to which the student achieved the goal and whether my instructional approach may have had an impact on the student's learning.

Introduction

Teacher 1:

I cannot believe we made it to the end of the year.

Teacher 2:

It really flew!

Teacher 3:

I never feel like I get everything in before testing after Spring Break.

Teacher 4:

Are you teaching summer school this year?

Teacher 5:

No way! I'm counting my textbooks and going to the pool.

Introduction

Ryan:

Did I hear that correctly?! I can't believe we are getting towards the end of the school year. This will be a piece of cake. We just have this one last PLC meeting to tackle and it ties back into what we did in Module 7 with student level goal setting and Module 11 with student level goal monitoring. I guess time flies when you are having fun! Our focus for today's PLC meeting will be:

Student Level Goal Evaluation

I know you all have kept your Data Binders organized this year and have all of this information from September and January ready at your fingertips, but just in case, I have included the links to the flyers for setting and monitoring student level goals.

- Goal Setting flyer: <https://goo.gl/ZA2Ho5>
- Goal Monitoring flyer: <https://goo.gl/Yoy2tr>

Introduction

Ryan:

Remember this image of your Assessment Calendar? The portion we are covering in this module is in color above. In this meeting, we are focusing on evaluating the student level reading goals you set at the beginning of the year. The findings of your analysis will provide you with a better understanding of the extent to which goals were met.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	<p>How do teachers use the data?</p> <p>Fall data</p> <ul style="list-style-type: none"> • Universal screening (F) • Establish baseline, identify high/low areas, set end of year goal w/ each student (F) • Establish baseline, identify high and low areas, set end of year classroom goal (F) <p>Winter data</p> <ul style="list-style-type: none"> • Universal screening (F) • Monitor progress toward each student's end of year goal (F) • Monitor progress toward classroom end of year goal (F) <p>Spring data</p> <ul style="list-style-type: none"> • Evaluate extent to which each student's end of year goal was met (S) • Evaluate extent to which classroom level goal was met (S) <p>Most recent data throughout the year</p> <ul style="list-style-type: none"> • Differentiate instruction for students based on each student's performance level (F) • Deliver whole group instruction based on the instructional level of the class (F) <p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goal (F) • Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	<p>How does the district use the data?</p> <ul style="list-style-type: none"> • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Differentiate instruction based on student knowledge relevant to learning targets (F) • Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	<p>How do teachers use the data?</p> <ul style="list-style-type: none"> • Assign and report grades

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

Context: Teacher evaluating the extent to which each student's end-of-year goal was met after an end-of-year benchmark assessment

Assessment name: District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)

Question(s): Is a student's end of year performance level at, above, or below the end of year goal value?

Type(s) of disciplined inquiry

Assessment

Evaluation

Research

Purpose(s) of required data

Formative

Summative

Other

Participants in the study

Students

Parents

Staff

Other

Type(s) of required data

Student learning

Demographic

Perception

School process

Behavior

Other

Decision maker of data collection methods

Teacher

School/District

State

Other

Frequency of collection

Ongoing

Periodic

One-time

Other

Unit level of analysis

Individual

Group

Focus of the question(s)

Performance

Highest / lowest

At / above / below expected

Positive / negative trend

Other

Introduction

Ryan:

Goal evaluating data fits into the scope of study framework as a summative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. The data represent a type of student learning data that is collected periodically. Individual level analysis is conducted. The main question generally focuses on whether performance is at, above, or below the performance level of the goal.

Introduction

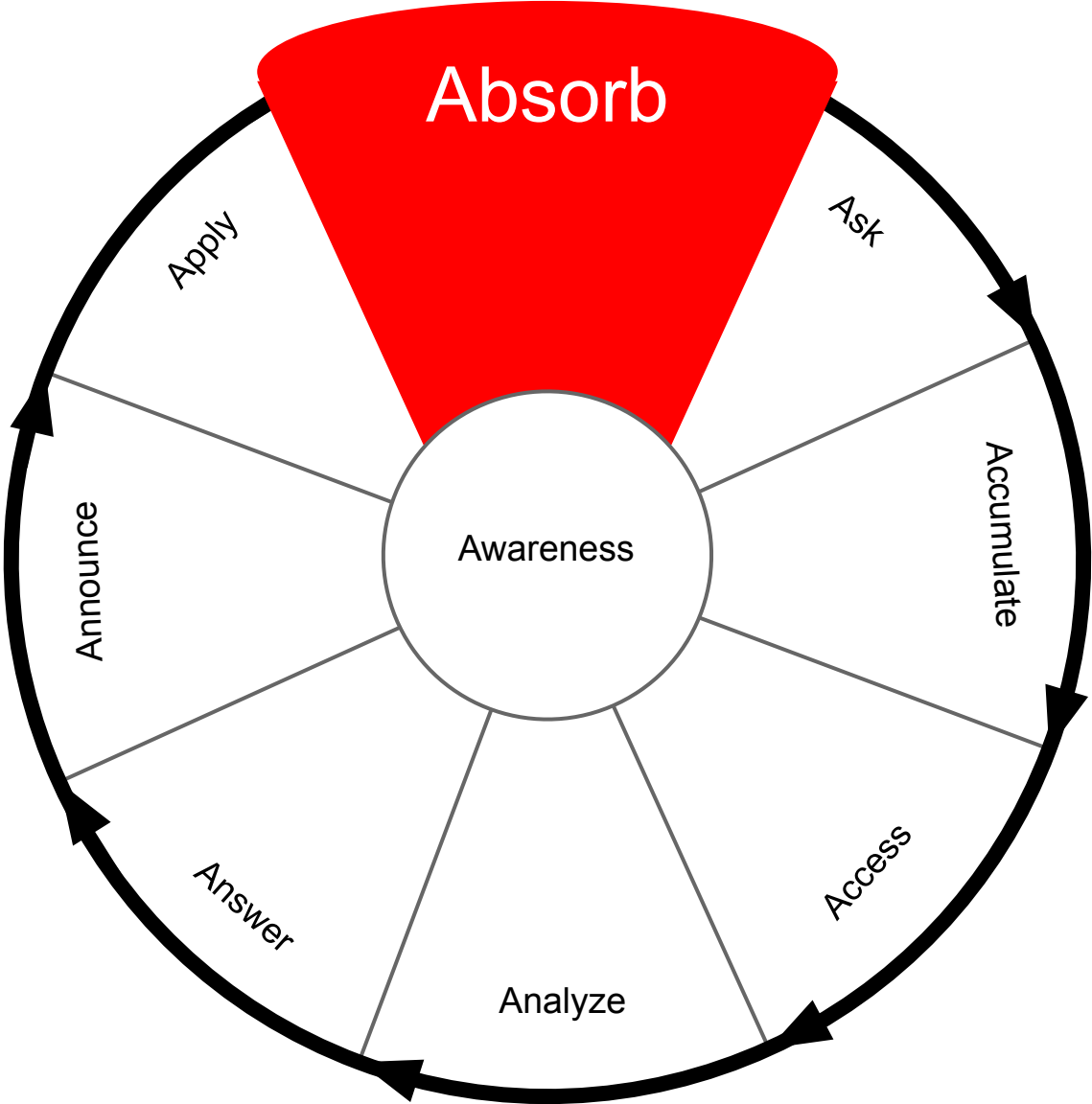
Ryan:

This won't be a PLC heavy on new information as you already learned the fundamentals for goal evaluation at the classroom level in Module 12. In order to access your Data Binder with those notes relevant to goal evaluating, you need to answer the next question correctly.

Introduction

Ryan:

In which stage should you begin?



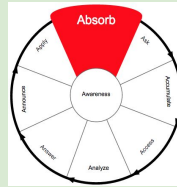
Introduction

Ryan:

That's right. The Absorb stage is the right place to start. Now you can access helpful resources from your data binder, including your:

- Goal Evaluating flyer: <http://bit.ly/2kFcOQD>
- Goal Setting, Monitoring, and Evaluating Organizer: <http://bit.ly/2ktdcls>

If you will recollect, you have completed the organizer through the goal monitoring phase.

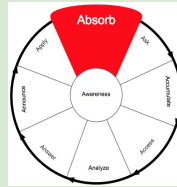


Activity - 13.01.01

When would it be appropriate for you to evaluate the end-of-year goal that was set for your student, Stephanie, toward the beginning of the year?

- At the beginning of an instructional period (e.g., beginning of the year)
- Toward the middle of an instructional period (e.g., middle of the year)
- At the end of an instructional period (e.g., end of the year)
- Before an instructional period has started (e.g., before the year begins)

Standard: K.2.D Data Context



Activity - 13.01.02

At the beginning of the year, you added one individual level goal to your Goal Setting, Monitoring, and Evaluating Organizer for your student, Stephanie Sanders. You monitored Stephanie's goal during the middle of the year. Based on Stephanie's goal set at the beginning of the year and monitored during the middle of the year, the goal you need to evaluate at the end of the year focuses on

- Keeping Stephanie's spring scale score the same as or lower than her fall score on the district's interim assessment
- Increasing the percentage of students in Stephanie's class who met or exceeded their respective baseline percentiles
- An increase in Stephanie's scale score from the beginning of the year to the end of the year on the district's interim reading assessment
- The percentage of students in Stephanie's class perceiving improvements in achievement on the district's interim reading assessment

Standard: K.1.E Data Metric

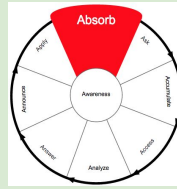


Activity - 13.01.03

The goal you set with Stephanie at the beginning of the year was Specific, Measurable, Appropriate, Realistic, and Time-bound. The SMART goal you set with Stephanie was

- The reading performance of Stephanie Sanders will increase by a reasonable amount from the beginning of the year to the end of the year
- The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment
- Stephanie Sanders will improve her achievement on a reading assessment in the spring
- I will help Stephanie Sanders increase her reading performance level between now and the end of the year

Standard: S.1.A Goals and Questions

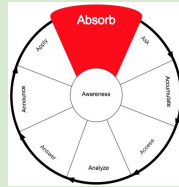


Activity - 13.01.04

When you are in the process of evaluating Stephanie's achievement goal in the area of reading, you need to know her

- Next reading lesson you will teach Stephanie relevant to current events so you will be able to measure her performance after the lesson
- Actual level of reading performance at the end of the year, beginning of year baseline level, end of year goal level, middle and end of year performance in the focus area of her action plan, highest and lowest performance levels in reading subcategories
- Actual and expected perceptions of Stephanie's parents relevant to the extent to which instructional strategies may have had a positive impact
- Actual and expected levels of Stephanie's performance on the most recent unit exam in the area of math

Standard: K.1.E Data Metric

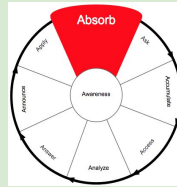


Activity - 13.01.05

When evaluating Stephanie's goal, why is it important for you to know her actual end-of-year performance, beginning-of-year baseline performance, and end-of-year goal value?

- It's always a good idea to collect data on Stephanie, even if I'm not sure why or how the data could be utilized
- Stephanie's actual and baseline levels of performance will provide me with knowledge of her specific strengths and skill deficits relevant to her end-of-year goal
- The extent to which Stephanie's actual end-of-year value is above or below her baseline value and goal value will be an indicator of whether a change in her performance occurred throughout the year and whether she achieved her goal
- Stephanie's actual and baseline performance levels will give me a better understanding of how hard Stephanie worked toward the achievement of her end-of-year goal when she was not in school

Standard: K.1.E Data Metric

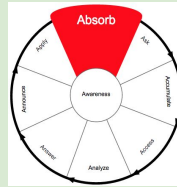


Activity - 13.01.06

Why is it important for you to know Stephanie's middle-of-year value and end-of-year value of the focus area identified in her middle-of-year action plan?

- Having as much information about Stephanie as possible is guaranteed to improve my understanding of the extent to which Stephanie studied at home throughout the year
- The extent to which Stephanie's winter value is above or below her fall value will provide me with a better understanding of whether the action plan strategies may have had an impact on the focus area
- The difference in the values will reveal how much Stephanie enjoyed learning during the year
- The values will give me a better understanding of the extent to which Stephanie and I have been implementing the action plan strategies with fidelity

Standard: K.1.E Data Metric



Activity - 13.01.07

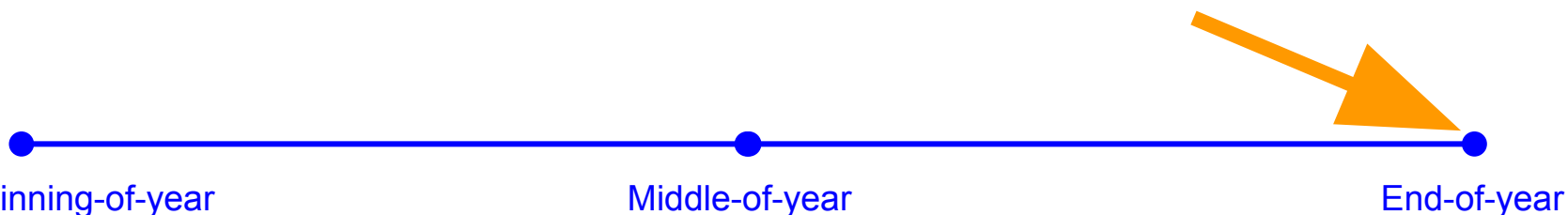
Why will it be helpful for you to know which areas represent Stephanie's highest and lowest levels of performance?

- Extra numbers are always useful to me, even if they don't serve a purpose
- I will be able to communicate the information to teachers at the next grade level who may have Stephanie in class the following year
- The information will provide me with a better understanding of how much Stephanie's work ethic improved since the beginning of the year
- The information will give me a better understanding of the extent to which Stephanie and I have been implementing action plan strategies with fidelity

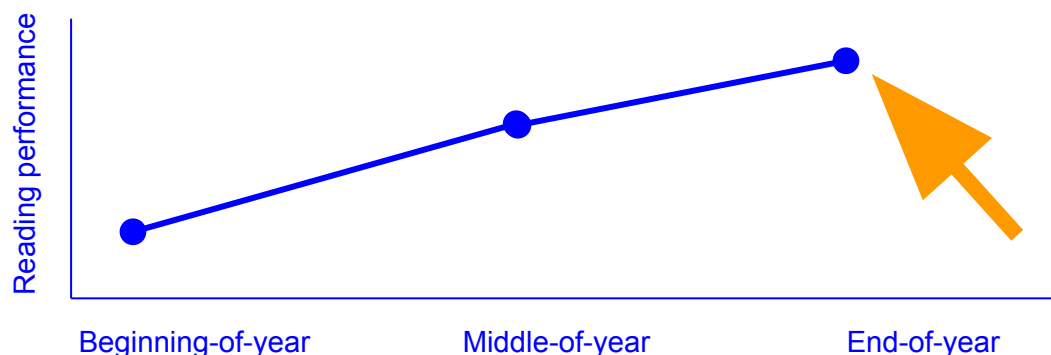
Standard: K.1.E Data Metric

Tutorial

Student-level goal evaluation occurs toward the end of an instructional period. For example, if you set an end-of-year goal at the beginning of the year, the evaluation process takes place toward the end of the year.



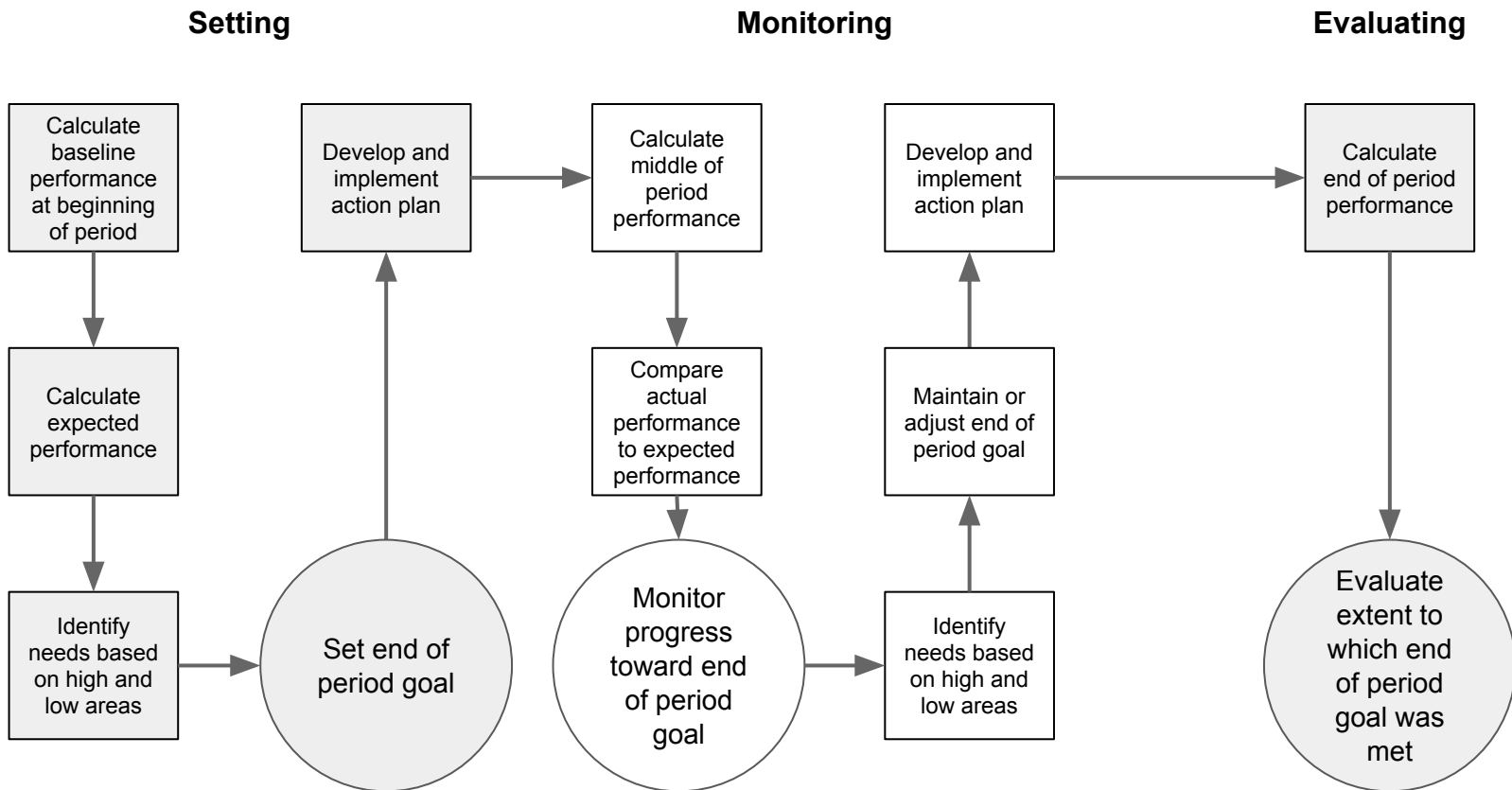
In this case, you are evaluating Stephanie Sanders' goal, which focuses on an increase in her scale score from the beginning of the year to the end of the year on the district's interim reading assessment.



Stephanie's goal states, "The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment." You added the goal to Stephanie's Goal Setting, Monitoring, and Evaluating Organizer.

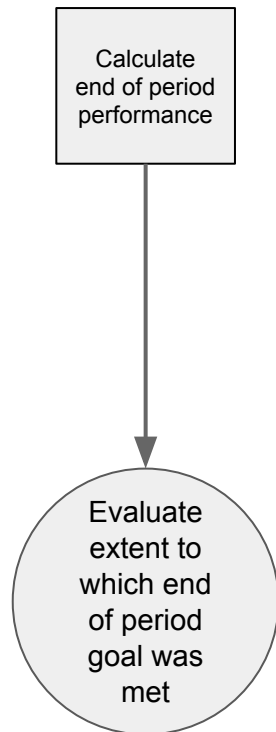
Tutorial

This diagram highlights key steps relevant to setting, monitoring, and evaluating goals. The goal evaluating phase emphasizes calculating or identifying the end-of-period performance and evaluating the extent to which the end-of-period goal was met.



Tutorial

Evaluating



When evaluating an individual student-level goal, such as Stephanie's goal that was set to increase her reading performance, there are a few key processes requiring data utilization.

1. Calculate or identify Stephanie's actual end-of-period performance.
2. Compare Stephanie's actual end-of-year performance with her beginning-of-year baseline performance to gain a better understanding of the extent to which her performance changed through the year.
3. Compare Stephanie's actual end-of-year performance with the level set as her end-of-year goal to gain a better understanding of the extent to which she achieved her goal.

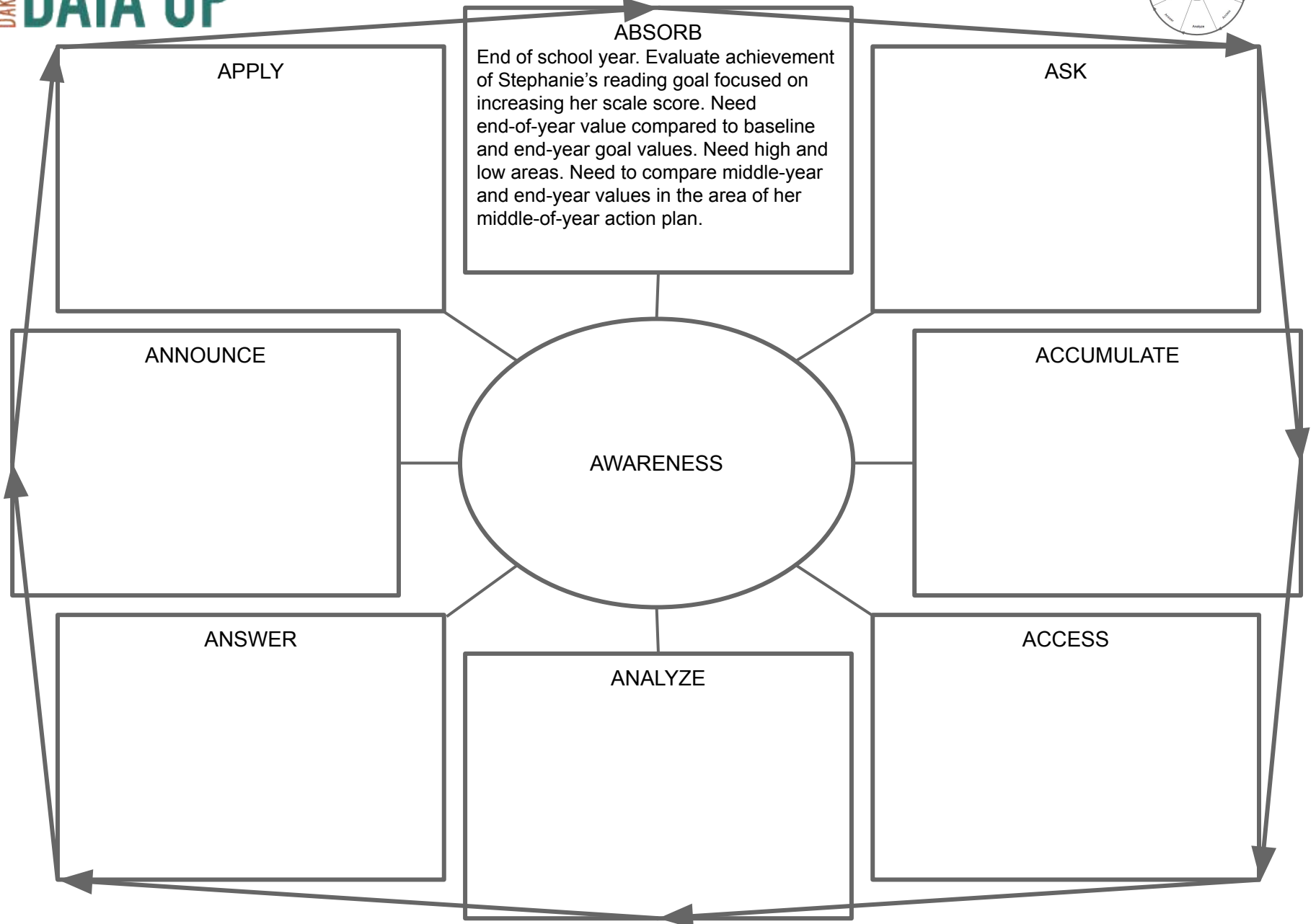
It is also helpful to

1. Compare Stephanie's end-of-year performance level with her middle-of-year performance level in the focus area identified in her middle-of-year action plan to gain a better understanding of the impact the action plan strategies may have had on her performance in the focus area.
2. Identify Stephanie's highest and lowest levels of performance in the subcategories of her goal subject because the information could be communicated to teachers in the next grade level who may have Stephanie in class the following year.

A+ Inquiry Framework

The Absorb stage has been completed.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Evaluating



ABSORB

End of school year. Evaluate achievement of Stephanie's reading goal focused on increasing her scale score. Need end-of-year value compared to baseline and end-year goal values. Need high and low areas. Need to compare middle-year and end-year values in the area of her middle-of-year action plan.

APPLY

ASK

ANNOUNCE

ACCUMULATE

AWARENESS

ANSWER

ACCESS

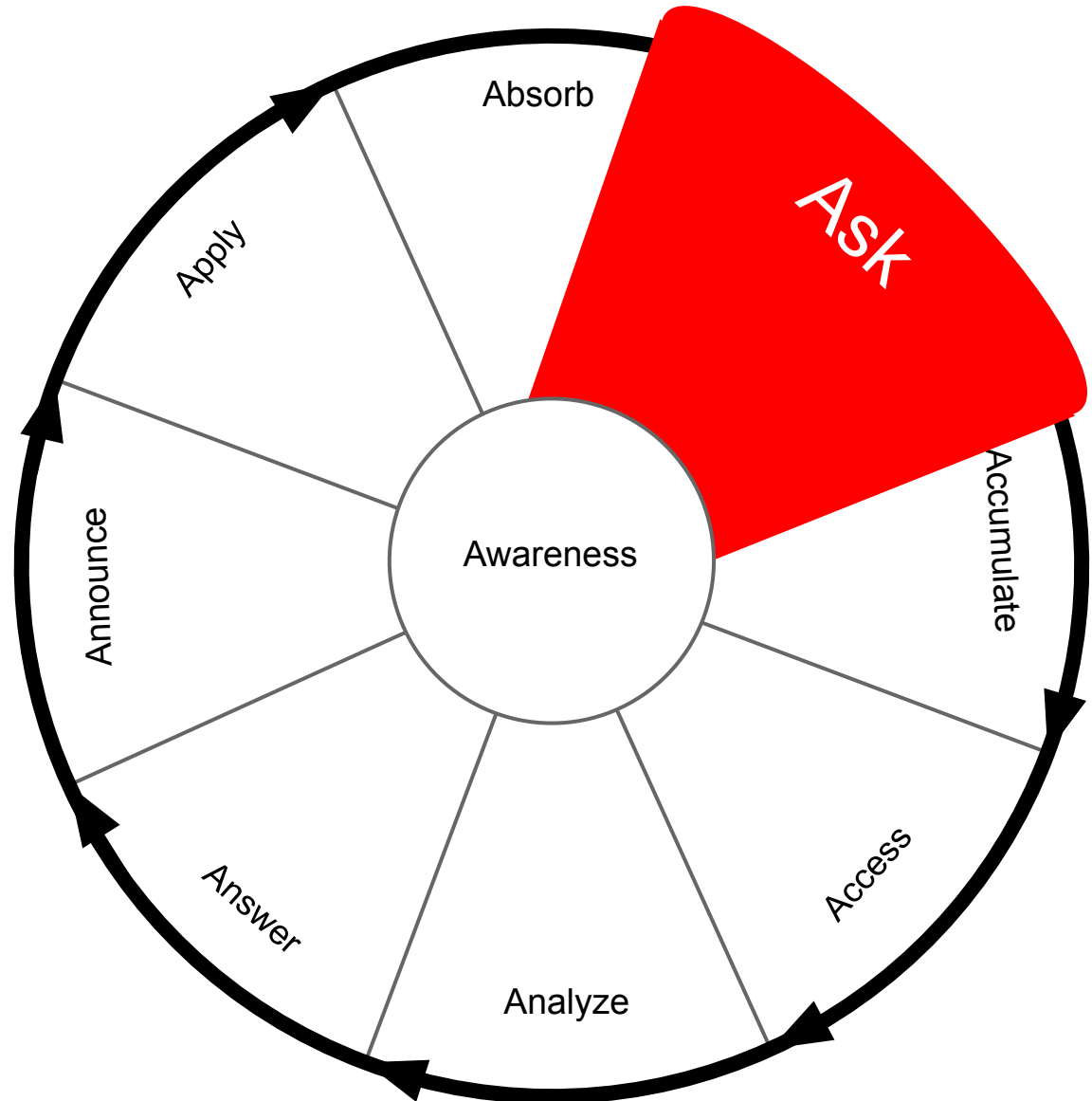
ANALYZE

Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.



Ask Stage

Use this Goal Evaluating Data Planner to stay organized during the Ask, Accumulate, and Access stages. As you can see, we will begin by posing questions that will lead us to the missing information you identified in the Absorb stage. The information you identified as missing in the Absorb stage includes the end-of-period actual value, the end-of-period actual value compared to the baseline value, and the end-of-period actual value compared to the end-of-year goal value. You also need to know the highest and lowest levels of performance in the reading subcategories, as well as the middle-of-year value compared to the end-of-year value in the focus area of Stephanie's middle-of-year action plan. You'll write three questions for the focus of the goal and three questions relevant to Stephanie's action plan. There will be 6 total questions. Please print this planner and place it in your data binder to use as we work through the Ask, Accumulate, and Access stages.

Individual Student Goal Evaluating Data Planner (complete through Absorb):

<http://bit.ly/2IN0vBY>

Goal Evaluating Data Planner - Individual Student

write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)			
End of period actual value compared to baseline (scale score and percentile)			
End of period actual value compared to end of year goal value (scale score and percentile)			
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance			
Lowest level of performance			
Middle year value compared to end year value of focus area in middle of year action plan			



Activity - 13.01.08

In order to evaluate Stephanie's goal that focuses on an increase in her scale score, you need need to know her actual performance level at the end of the instructional period. Which of the following questions could lead you to her actual end-of-period scale score and percentile that will be helpful to know when evaluating her goal?

- What was the scale score and percentile of each of Stephanie's classmates on the spring reading assessment?
- What is Stephanie's scale score and corresponding percentile on the current year's spring interim reading assessment?
- What was the highest letter grade on the spring chapter reading test in Stephanie's class?
- What is the average percentile of the student's in Stephanie's class on the current year's spring interim reading assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>				
Focus of Goal: Scale score increase based on reading performance				End of period actual value (scale score and percentile)			
End of period actual value (scale score and percentile)							



Activity - 13.01.09

Which of the following questions could lead you to a better understanding of how Stephanie’s actual end-of-year scale score and percentile compare to her baseline scale score and percentile?

- To what extent is the average scale score of Stephanie’s class on the current year’s spring interim reading assessment above or below the scale score her class was expected to achieve?
- To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below her scale score and percentile on the fall interim assessment?
- To what extent was Stephanie’s spring scale score different than the average scale score of her class on the spring interim assessment?
- Why was Stephanie’s performance on the spring reading assessment different than her performance on the fall assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>				
Focus of Goal: Scale score increase based on reading performance				End of period actual value compared to baseline (scale score and percentile)			
End of period actual value compared to baseline (scale score and percentile)							



Activity - 13.01.10

Which of the following questions could lead you to a better understanding of how Stephanie’s actual middle-of-year scale score and percentile compare to her end-of-year goal scale score and percentile?

- To what extent is the average scale score of Stephanie’s class on the current year’s winter interim reading assessment above or below the scale score set as Stephanie’s end-of-year goal?
- Why was Stephanie’s scale score and percentile on the spring reading assessment different than her performance on the fall assessment?
- To what extent are Stephanie’s actual scale score and percentile on the current year’s spring interim assessment above or below the values set as her end-of-year goal?
- What percentage of students in Stephanie’s class should be proficient in reading on the winter interim assessment and on the spring assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value compared to end of year goal value (scale score and percentile)			



Now it's time to determine questions that focus on generating evidence relevant to the action plan you and Stephanie composed during the middle of the year. You determine three questions to identify Stephanie's highest and lowest levels of performance within the subject of reading and measure the extent to which her performance changed in the area identified in her action plan.

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.



Activity - 13.01.11

Your first question focuses on Stephanie's highest levels of performance. Which of the following questions could lead you to a better understanding of Stephanie's highest level of achievement in the area of reading?

- Which subcategories represent the highest percentage of Stephanie's peers achieving proficiency on the spring interim reading assessment?
- Which subcategory represents Stephanie's highest scale score on the current year's spring interim reading assessment?
- Why did Stephanie perform better than some of her peers in certain subcategories on the current year's spring interim reading assessment?
- What was Stephanie's highest grade on the most recent unit reading test she completed in the spring?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Highest level of performance			



Activity - 13.01.12

Your second question regarding Stephanie’s greatest need in the area of reading focuses on her lowest level of performance. Which of the following questions could lead you to supporting evidence representing Stephanie’s lowest level of achievement in the area of reading?

- Which subcategory represents Stephanie’s lowest scale score on the current year’s spring interim reading assessment?
- Why did Stephanie perform worse than some of her peers in certain subcategories on the current year’s spring interim reading assessment?
- What was Stephanie’s lowest grade on the unit reading tests she completed in the spring?
- Which subcategories represent the lowest percentage of Stephanie’s peers achieving proficiency on the spring interim reading assessment?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>				
Focus of supporting evidence for action planning: Scale score in each reading subcategory				Lowest level of performance			
Lowest level of performance							



Activity - 13.01.13

Which of the following questions could lead you to a better understanding of Stephanie's winter to spring performance change that may have occurred in the focus area of her middle-of-year action plan?

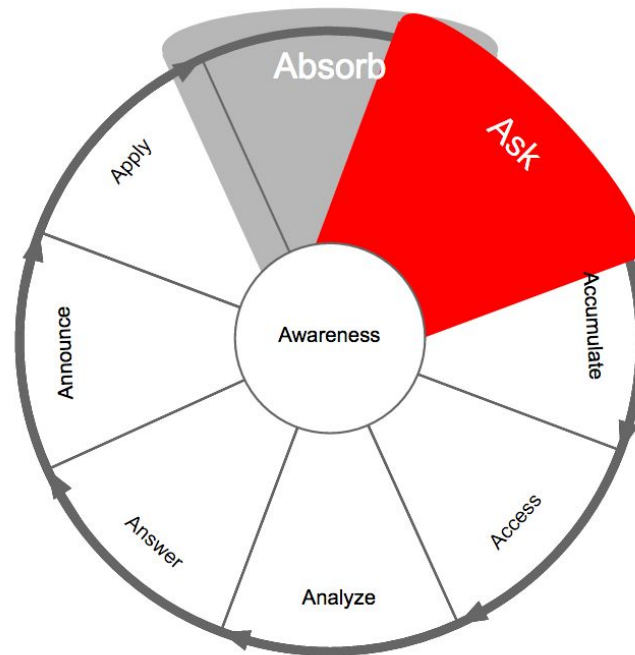
- Which subcategories are Stephanie's lowest performing areas on the interim reading assessment based on spring performance?
- To what extent are Stephanie's scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?
- Which of my Stephanie's performed at a lower level than her on the winter interim assessment in the general area of reading?
- To what extent is there a difference in Stephanie's level of performance on the most recent unit test and her performance on the first unit test administered toward the beginning of the school year?

Standard: K.1.A Question Formation

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Scale score in each reading subcategory			
Middle year value compared to end year value of focus area in middle of year action plan			

Tutorial

Let's take another look at the Ask stage. In this stage you pose questions that, if answered, will provide you with the knowledge you are currently missing. You begin this stage by formulating the missing information identified in the Absorb stage into a question.



Tutorial

Use the goal evaluating data planner to stay organized during the Ask, Accumulate, and Access stages. You already know the focus area of Stephanie's goal because it is the same as the focus area of her goal set at the beginning of the year and monitored during the middle of the year. Stephanie's goal is focused on a scale score increase in reading from the beginning-of-year to the end-of-year.

As a refresher, her goal states, "The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment"

You need to identify questions that will help you evaluate Stephanie's goal relevant to a scale score increase, as well as questions relevant to the action plans intended to facilitate progress toward her goal.

Individual Student Goal Evaluating Data Planner (complete through Absorb stage):
<http://bit.ly/2IN0vBY>

Tutorial

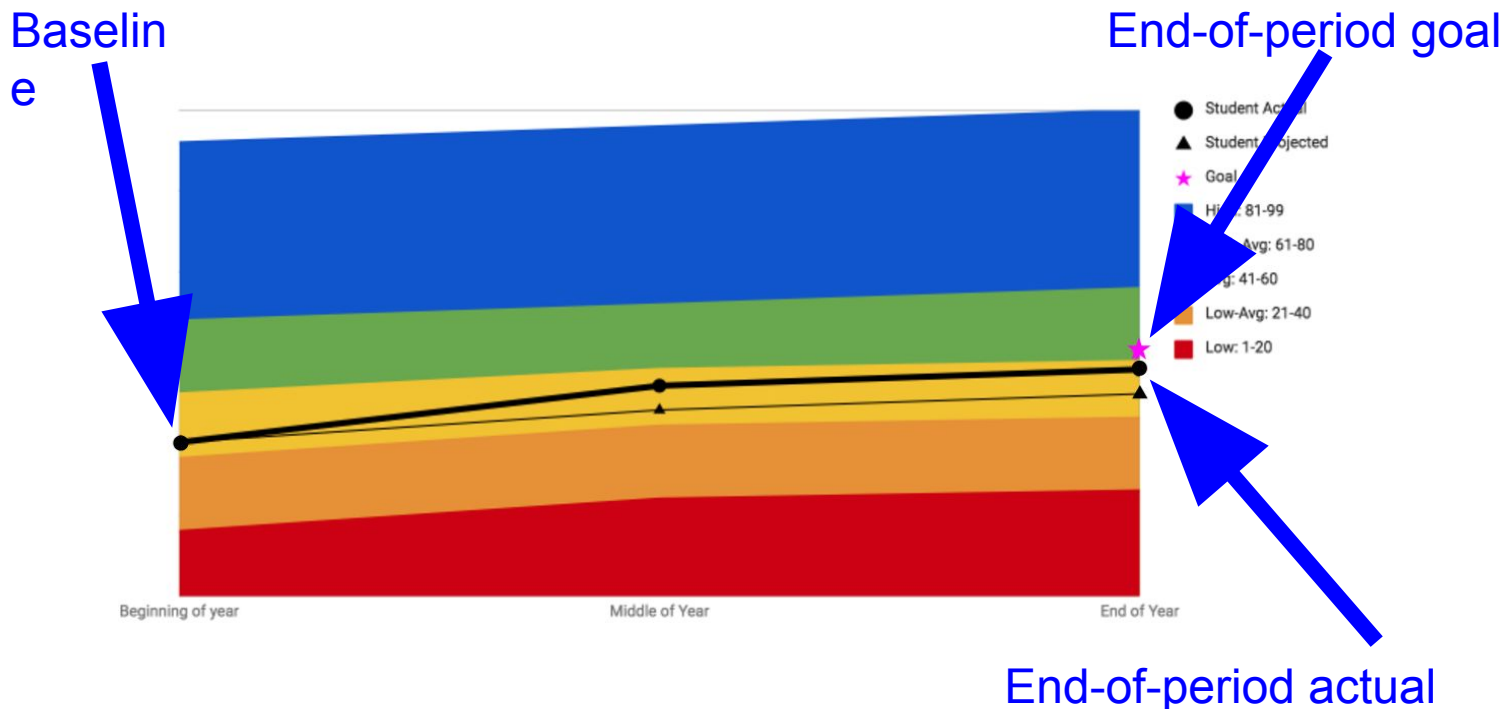
You will formulate a total of 6 questions in this scenario: 3 relevant to the goal of increasing Stephanie's scale score in the subject of reading and 3 relevant to identifying Stephanie's highest and lowest scale scores in the reading subcategories and the extent to which there was a performance change in the focus area of her middle-of-year action plan.

Individual Student Goal Evaluating Data Planner (complete through Absorb stage):
<http://bit.ly/2IN0vBY>

Sample question	Relevant to focus of	
	Goal 1	Action plan
What is Stephanie's scale score on the spring interim reading assessment?	X	
Which area represents Stephanie's lowest scale score on the spring interim reading assessment?		X

Tutorial

You begin by formulating three questions that will help you evaluate Stephanie's goal focused on increasing her reading performance scale score. In order to evaluate Stephanie's goal, you need to identify her end-of-period performance, compare her actual end-of-period value with her beginning-of-period baseline value, and compare her actual end-of-period value with the value set as her end-of-period goal. The questions you formulate will lead you to these details.



Tutorial

The questions you formulate relevant to Stephanie's goal are as follows:

1. What is Stephanie's scale score and corresponding percentile on the current year's spring interim reading assessment?
2. To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below her scale score and percentile on the fall interim assessment?
3. To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below the values set as her end-of-year goal?

Tutorial

Three questions relevant to Stephanie's goal have been added to the Goal Evaluating Data Planner.

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?		
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?		
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?		

Tutorial

The next three questions focus on Stephanie's highest and lowest areas of performance within the reading subcategories, as well as the extent to which her performance level changed from winter to spring in the focus area of her middle-of-year action plan.

The questions you formulate are as follows:

1. Which subcategory represents Stephanie's highest scale score on the current year's spring interim reading assessment?
2. Which subcategory represents Stephanie's lowest scale score on the current year's spring interim reading assessment?
3. To what extent are Stephanie's scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?

Tutorial

Three questions relevant to Stephanie's action plan have been added to the Goal Evaluating Data Planner

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?		
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?		

Tutorial

In this stage you formulated six questions. Answering the questions will provide you with information you need to evaluate Stephanie's goal. In the Accumulate stage, you will describe details of the data required to answer the questions.

1. What is Stephanie's scale score and corresponding percentile on the current year's spring interim reading assessment?
2. To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below her scale score and percentile on the fall interim assessment?
3. To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below the values set as her end-of-year goal?
4. Which subcategory represents Stephanie's highest scale score on the current year's spring interim reading assessment?
5. Which subcategory represents Stephanie's lowest scale score on the current year's spring interim reading assessment?
6. To what extent are Stephanie's scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?

Activity Conclusion

Well done! You formulated questions that will lead you to Stephanie's end-of-period actual value, her end-of-period actual value compared to her baseline value, and her end-of-period actual value compared to her end-of-year goal value, as well as Stephanie's highest and lowest levels of performance relevant to Stephanie's action plan.

Goal Evaluating Data Planner - Individual Student

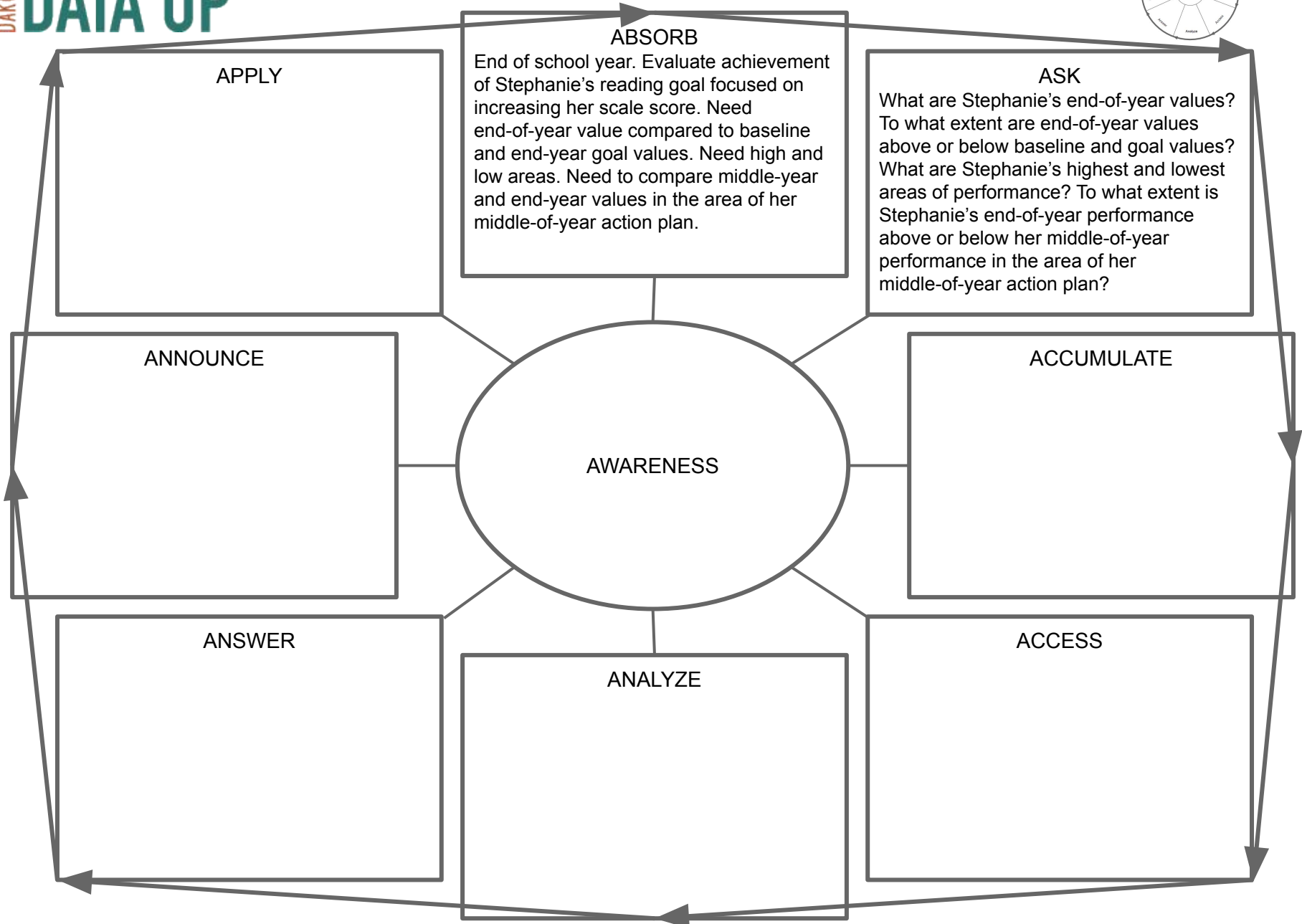
write questions, describe data, identify location of data

Absorb <i>What information needs to be known?</i>	Ask <i>What question(s) can lead to unknown information?</i>	Accumulate <i>Which data are required to answer the question(s)?</i>	Access <i>Where can required data be retrieved?</i>
Focus of Goal: Scale score increase based on reading performance			
End of period actual value (scale score and percentile)	What is the student's scale score and corresponding percentile on the current year's spring interim reading assessment?		
End of period actual value compared to baseline (scale score and percentile)	To what extent are the spring scale score and percentile above or below the fall scale score and percentile?		
End of period actual value compared to end of year goal value (scale score and percentile)	To what extent are the spring scale score and percentile above or below the end of year goal scale score and percentile?		
Focus of supporting evidence for action planning: Percentage of students achieving proficiency by reading subcategory			
Highest level of performance	Which area(s) represent the highest scale score of the student on the current year's spring interim reading assessment?		
Lowest level of performance	Which area(s) represent the lowest scale score of the student on the current year's spring interim reading assessment?		
Middle year value compared to end year value of focus area in middle of year action plan	To what extent are the scale score and %ile in the spring above or below the scale score and %ile in the winter in the focus area identified in the beginning of the year action plan?		

A+ Inquiry Framework

The Ask stage has been completed.

A+ INQUIRY
 GRAPHIC ORGANIZER - Student Goal Evaluating



Activity Answers

13.01.01	At the end of an instructional period (e.g., end of the year)
13.01.02	An increase in Stephanie's scale score from the beginning of the year to the end of the year on the district's interim reading assessment
13.01.03	The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment
13.01.04	Actual level of reading performance at the end of the year, beginning of year baseline level, end of year goal level, middle and end of year performance in the focus area of her action plan, highest and lowest performance levels in reading subcategories
13.01.05	The extent to which Stephanie's actual end-of-year value is above or below her baseline value and goal value will be an indicator of whether a change in her performance occurred throughout the year and whether she achieved her goal
13.01.06	The extent to which Stephanie's winter value is above or below her fall value will provide me with a better understanding of whether the action plan strategies may have had an impact on the focus area

Activity Answers

13.01.07	I will be able to communicate the information to teachers at the next grade level who may have Stephanie in class the following year
13.01.08	What is Stephanie's scale score and corresponding percentile on the current year's spring interim reading assessment?
13.01.09	To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below her scale score and percentile on the fall interim assessment?
13.01.10	To what extent are Stephanie's actual scale score and percentile on the current year's spring interim assessment above or below the values set as her end-of-year goal?
13.01.11	Which subcategory represents Stephanie's highest scale score on the current year's spring interim reading assessment?
13.01.12	Which subcategory represents Stephanie's lowest scale score on the current year's spring interim reading assessment?
13.01.13	To what extent are Stephanie's scale score and %ile in the spring above or below her scale score and %ile in the winter in the focus area identified in her middle-of-year action plan?

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of questions that may be formulated to guide the inquiry cycle for evaluating a student-level goal				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.