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Data: The Key to Unlocking Teacher and Student Potential

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Goals for today:

- *What you measure is what you value. What are your values?*
- *Impactful learning outcomes*
- *Innovative practices (Criterion referenced grading, rubrics, peer and self-assessment, ATL, Inclusion)*
- *Drive continuous improvement through focused efforts*

- **Resources that will ground our work:**

- *Data chat tips document*
- *IB Insights*
- *IBIS Reports*
- *Grade book*
- *Survey*
- *Rubrics*

What you measure is what you value.

What are your values?

- Write out your mission/vision
- Consider the student you want to see walk across the stage at graduation
- What does “success” mean to you? To your Head of school? To your district? To the parents and students?
- Maybe discuss district-level (five-year vision type questions)



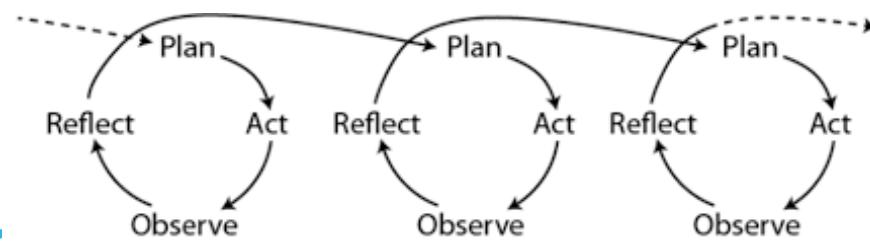
Pieces of data to consider...

*Examples of **quantitative data** from a school context*

- Number of students
- Numbers of resources accessed in the library
- Assessment results
- Attendance records
- Subject offers
- Number of references to ATL in curriculum documents
- Student/staff surveys, generating percentages/numbers/etc.
- Academic performance data

*• Examples of **qualitative data** from a school context*

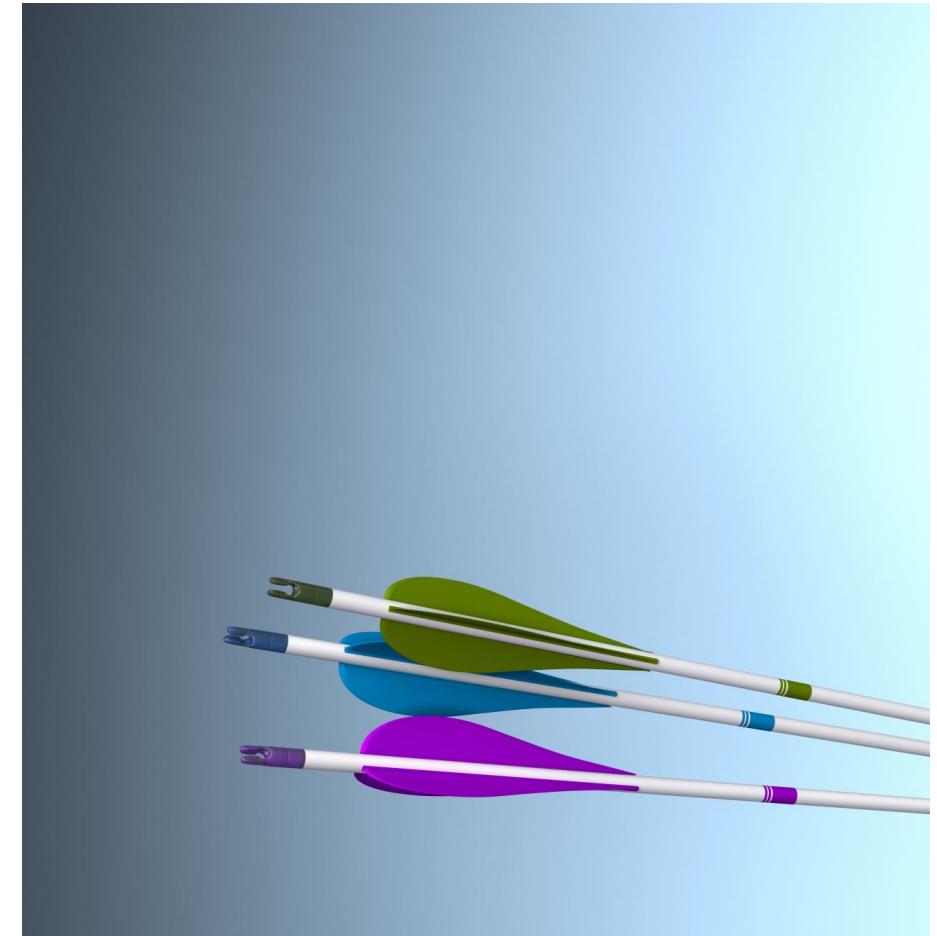
- Open-ended survey questions
- Interviews with students/teachers/parents
- Focus groups
- Engagements with ATL in curriculum documents
- Observations
- Journal entries
- Self/peer/teacher feedback (written or video)
- Learner profiles of students
- Students' work samples
- Case studies of classrooms/ individual students



Innovative practices and how they create impactful learning experiences

How do you leverage the following?

- Criterion-referenced grading
- Markschemes
- Command terms
- Rubrics
- Peer and self-assessment
- Approaches to teaching- informed by assessment
- Inclusion- removing barriers to learning
- Continuous reflection



What are you currently measuring and how does that compare to your values?

First solo, then with your team

- Analyze current data (for state, district, charter board, or for parents)
- If the data aligns with values, what does the data tell us? If the picture is not complete, what should we add?
- If the data does not align with the values, what other types of data is necessary? Consider engaging in a PDP with a data focus.

Current Data	Who values this data? / Does it align with our mission?	Weight given?	Student impact?

What are you currently measuring and how does that compare to your values?

Groups discussion at your table:

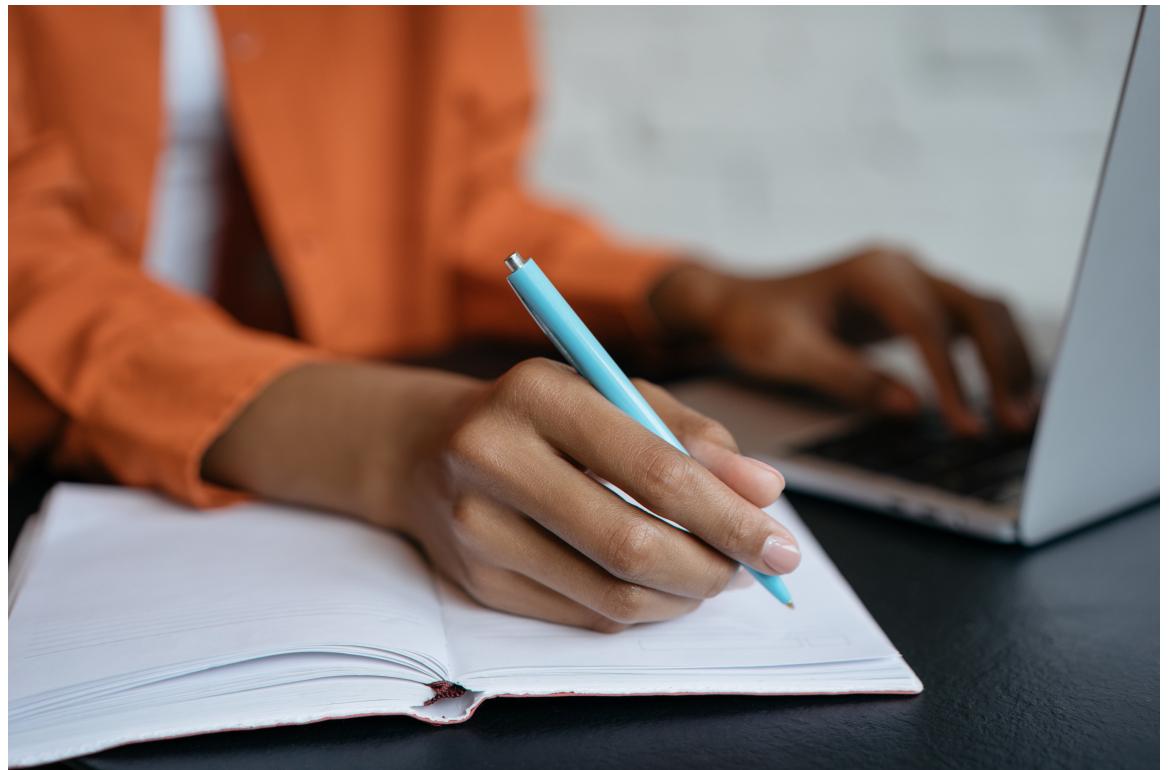
- What patterns do you notice?
- Are you over-relying on certain types of data (e.g., test scores) while missing other aspects (e.g., student engagement, inclusion)?
- What happens with the data that is collected?

Take 5...

Capture your thoughts and insights

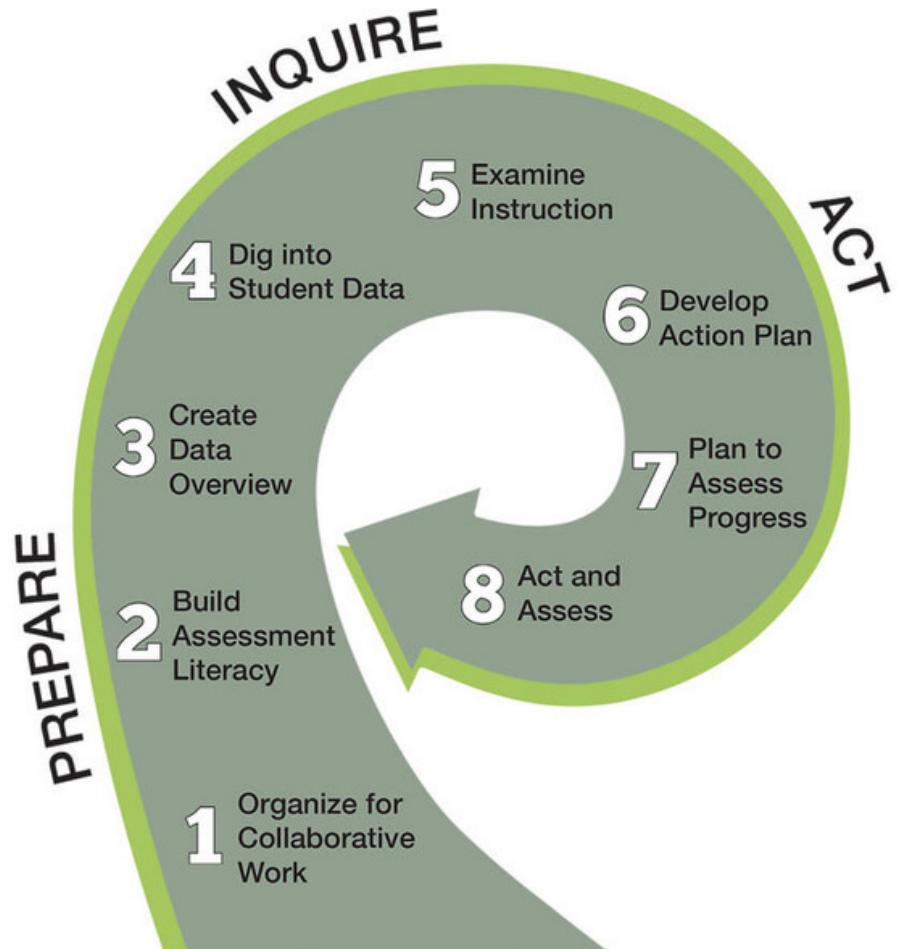
Think about who needs to be a part of this conversation

- Write an email
- Put it in the calendar to discuss
- Put in on their "to-do" list
- Capture the thinking in the PDP

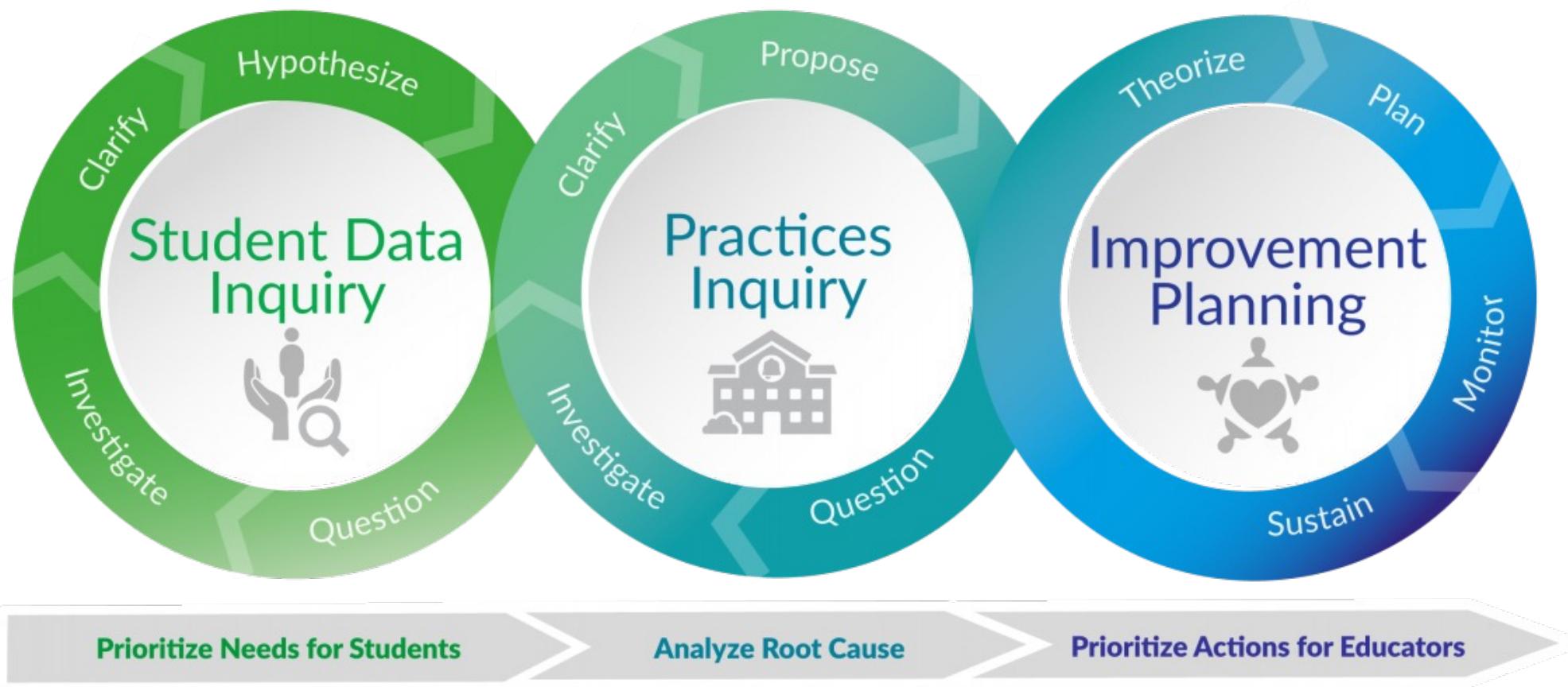


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Once you have the data that aligns with your values... what are the next steps?



Wisconsin



As simple as this:

Californians Need Data to Chart Their Paths to Success

Individuals need data to navigate the road to college, career, and beyond. In California, there are multiple institutions that collect information on education, employment, and available supports like financial aid. These entities collect different data for different purposes and operate largely in silos. The resulting data landscape is disjointed, confusing, and fails to meet student needs. When data is shared and used effectively, individuals are connected to the information and resources they need to achieve their goals.

DQC
DATA QUALITY CAMPAIGN
dataqualitycampaign.org

NAVIGATING KEY DECISIONS IS HARDER WHEN DATA IS STUCK IN SILOS

STUDENTS, EDUCATORS, POLICYMAKERS, AND INSTITUTION LEADERS DESERVE TO HAVE TOOLS AND RESOURCES AT THEIR DISPOSAL THAT HELP THEM ANSWER THEIR CRITICAL QUESTIONS. WHEN STATES BREAK DOWN DATA BARRIERS FROM EARLY CHILDHOOD THROUGH THE WORKFORCE, INDIVIDUALS GET THE SUPPORT THEY NEED TO SUCCEED.

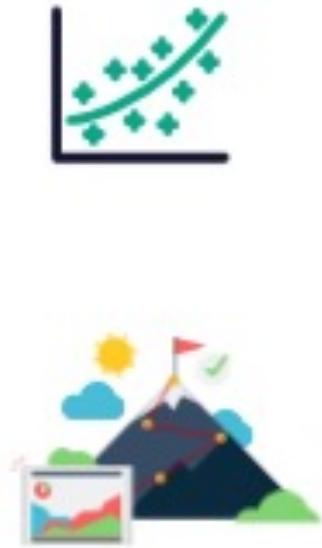
A STATEWIDE SOLUTION LAYS THE GROUNDWORK FOR A PATH TO SUCCESS

- UNDERSTANDING APPLICATION REQUIREMENTS**
Students need guidance in selecting courses that align with their goals and also when transferring from a two-year to a four-year institution.
- PAYING FOR COLLEGE**
With access to comprehensive information on financial aid options and application processes, students and families are better positioned to afford college.
- CONNECTING STUDENTS WITH SUPPORTS**
When institutions know which students are eligible for social service support, they can connect those students with dedicated resources.
- ENSURING STUDENTS GET CREDIT FOR THEIR SKILLS**
By integrating their information about credentials and badges, including transfer student transcripts, institutions can help students achieve their career goals.

<https://dataqualitycampaign.org/wp-content/uploads/2020/11/DQC-Californians-Need-Data-to-Chart-Their-Paths-to-Success-info-2021.png>

Another framework for utilizing data is... the PDP!

Focus Area/Rationale



Planning



Reflection



All of this can be overwhelming.



- Multiple cooks in the kitchen
- There is such a thing as too much data
- You cannot track everything

Example... DP Visual Arts

Assessment criteria

Where an assessment task is so open-ended that the prospective variety of responses is too great to permit analytical markschemes to be meaningful, then descriptive (assessment) criteria are applied instead.

Marks	Level descriptor
0	The response does not reach a standard described by the descriptors below.
1–3	<p>The response lacks focus on the question.</p> <p>References to the sources are made, but at this level these references are likely to consist of descriptions of the content of the sources rather than the sources being used as evidence to support the analysis.</p> <p>No own knowledge is demonstrated or, where it is demonstrated, it is inaccurate or irrelevant.</p>
4–6	<p>The response is generally focused on the question.</p> <p>References are made to the sources, and these references are used as evidence to support the analysis.</p> <p>Where own knowledge is demonstrated, this lacks relevance or accuracy. There is little or no attempt to synthesize own knowledge and source material.</p>
7–9	<p>The response is focused on the question.</p> <p>Clear references are made to the sources, and these references are used effectively as evidence to support the analysis.</p> <p>Accurate and relevant own knowledge is demonstrated. There is effective synthesis of own knowledge and source material.</p>

Markschemes

Analytic markschemes are prepared for those examination questions that lead to a narrow range of expected answers from the candidates.

- These markschemes give specific instructions to examiners about how to break down the total mark available for a question, between different parts of the answer.
- Even with structured questions expecting highly specific answers, markschemes must provide examiners with sufficient information for them to mark consistently the main kinds of different approach that candidates might adopt and the common errors that they might make.

Familiarization with the assessment criteria

- The assessment criteria are not only an assessment tool but a guide for what is important for an assessment component, and a link between the assessment component and the assessment objectives. It is important therefore to make students aware of the meaning of each of the terms in the names of the assessment objectives so that they are confident they know what the differences are between knowing, understanding, interpreting, analysing and evaluating.

Visual Arts Example:

Assessment tasks	Weighting
<p>External assessment</p> <p>Part 1: Comparative study</p> <p>Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none">SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural).SL students submit a list of sources used.	20%
<p>Part 2: Process portfolio</p> <p>Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none">SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table.	40%

Assessment tasks	Weighting
<p>Internal assessment</p> <p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none">SL students submit a curatorial rationale that does not exceed 400 words.SL students submit 4–7 artworks.SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

Focus on Part 1:

Part 1: Comparative study

Summary

Part 1: Comparative study		Marks	Total
A	Identification and analysis of formal qualities	6	30
B	Analysis and understanding of function and purpose	6	
C	Analysis and evaluation of cultural significance	6	
D	Making comparisons and connections	6	
E	Presentation and subject-specific language	6	
F	(HL only) Making connections to own art-making practice	12	42

Zoom in a bit more...

Criteria

A. Identification and analysis of formal qualities

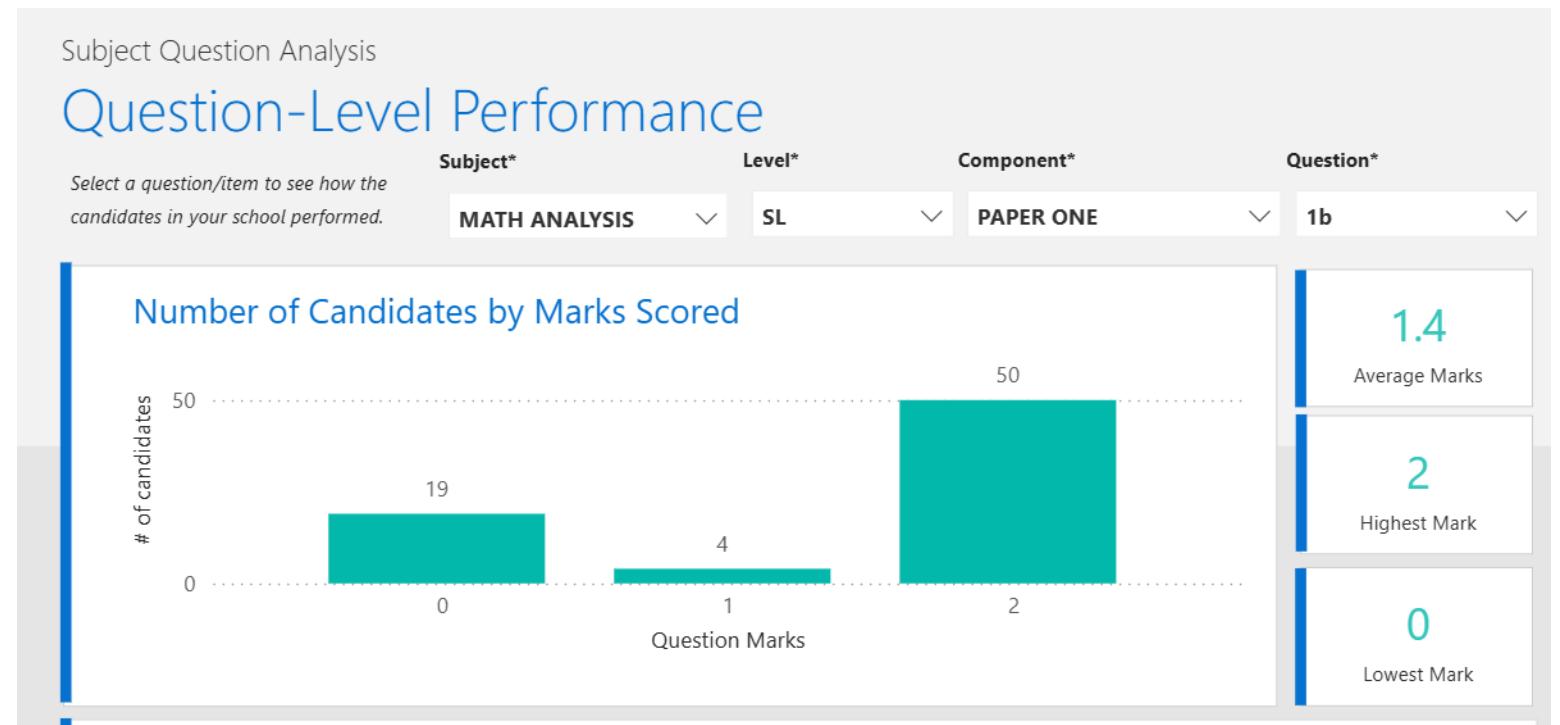
To what extent does the work demonstrate:

- informed identification and analysis of the formal qualities of the selected artworks, objects and artifacts?

Mark	Descriptor
0	The work does not reach a standard identified by the descriptors below
1–2	The work provides an outline of the formal qualities of the selected pieces but this is limited, superficial or relies heavily on personal opinion.
3–4	The work provides a largely descriptive account of the identified formal qualities of the selected pieces. There is some evidence of informed analysis, but this is underdeveloped.
5–6	The work provides a consistent, insightful and informed identification and analysis of the formal qualities of the selected pieces.

Identify areas of challenge

- IB Insights
- IBIS
- Examples



What are my next steps...

- Analyze “*student lift*” from a recent assessment in my class and determine how it aligns with the sample IB exams in the PRC.
- *What feedback did I give students* on that assessment, and how does align? For example, did they get an 80% or did they score 3 out 6 on criteria B? Here's how to move to a 5 out of 6 on criteria B....
- Give them another opportunity.

3-2-1 Closing

- 3 things you found interesting
- 2 ideas you want to bring back to your school
- 1 question

