

Using Baseline Data and Information to Set SLO Targets

A part of the SLO Toolkit

RUNNING RECORD SHEET

Name: Sam Date: 4-2-00 D. of B.: 1-5-94 Age: 5 yrs 9 mths

School: Westleigh Recorder: C.B.

Text Titles

Easy Dogs (Highgate/Ch.) (ssm)

Instructional 3 Errors 11.3 Error Ratio 90 Accuracy Rate 1 Self-correction Ratio 2

Word 34

Directional movement ✓

Analysis of Errors and Self-corrections

Information used or neglected (Meaning (M), Structure or Syntax (S), Visual (V))

Easy Meaning and structure are used predominantly for substitutions with some attention to visual information. Repetition with visual information led to three self-corrections.

Instructional Meaning & structure cross-checked with visual information like small

Here Meaning & structure cross-checked with visual information like small

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count	E	SC
2	<u>5- Some R</u>	1		
3	<u>✓</u>	1		
4	<u>scary growly</u>	1		
5	<u>dogs R/sc like</u>	1		
6	<u>little R/sc small</u>	1		
7	<u>dog is R/sc dogs</u>	1		
8	<u>biggest cuddliest R/A</u>	1		

Read slowly with some intonation.

Analysis of Errors and Self-corrections

Information used

E	SC	MSV	MSV
M S V			
M S V			
M S V			
M S V			
M S V			
M S V			
3	3	5	2

(Taken from Clay, M.M., p 23)

Putting faces on the data reminds us “that the numbers represent real children and young people striving to make the most of themselves as they prepare for an uncertain future.”

~ Foreword from “Putting Faces on the Data” (Sharratt & Fullan, 2013) by Sir Michael Barber~

What are SLOs?

Many states and districts are employing Student Learning Objectives (SLOs) as one method to document the influence that educators have on student learning over a specific amount of time. SLOs are content- and grade/course-specific learning objectives that can be validly measured to document student learning over a defined and significant period of time (e.g., semester or year). SLOs can constitute an instructional improvement process, driven by teachers in all grades and subjects.

Student Learning Objectives provide the opportunity for all teachers to be able to:

- set meaningful goals,
- collaborate with other educators around shared goals,
- monitor student and teacher progress toward goals,
- evaluate the extent to which goals were achieved.

In other words, SLOs encourage and support good teaching and learning!

Student Learning Objectives comprises three key components that meet the expected criteria found on the SLO rubric. These three components consist of:

1. The Learning Goal: a description of what students will be able to do at the end of the course or grade;
2. The Assessment(s): measurement of students’ understanding of the learning goal;
3. The Targets: the expected student outcome by the end of the instructional period.

In order to determine the expected student outcomes based on the identified assessments, it is first necessary to consider the actual performance from **baseline data**. In other words, consider what information will help to identify students’ prior knowledge and their achievement on this knowledge. For example, if a course does not have a prerequisite, consider whether the assessment that will be used to measure the learning goal expects students to utilize math, reading, and/or writing skills. Data from state assessments, previous core content classes, and/or student work samples can be examined. A student enrolled in an entry level music class may have taken private music lessons or a student enrolled in an entry level automotive class may have been learning about cars with a family member for years. In these cases, a student survey about their knowledge and experiences would be beneficial for establishing starting levels and consequently, for developing expected targets.

This baseline data will help to establish 3-4 levels of performance that will allow for contextualizing the end of year scores and determining appropriate targets.

Why gather and use data and information?

Kathy Samuels, a high school English teacher, emphasized the importance of data in her classroom. She attributed her conscious focus on data to her Teacher Residency program, in which she spent a year devoted to looking at student data and learning to be reflective. “I used to think that data was scary until I realized that I use it all the time!”

Ms. Samuels noted that data must drive instruction and keep teachers accountable for students. “Formative data are the most common data used in my classroom because, although summative state assessments are available, they are delivered too late in the year. I like to think of data as helping to show the past, present, and future. Past – did my students learn what I intended to teach them? Or what are my students coming into my class knowing and able to do? Present – I am in the midst of teaching kids and I need a quick dipstick to see if they’re getting it, to check their understanding. And future – based on the data I collect, I will adjust future lessons, change curriculum, and plan for my current students and even for future years, figuring out a better way to engage kids in my lesson.”

The increased use of a variety of assessments, as well as more sophisticated technology, has made more data available in schools than ever before. This access to current and varied student learning data has been described as “teaching with the lights on” because educators do not have to guess what students know or hope that their instruction is having the desired effect. Data provide a way to confirm what students are learning and the extent to which they are making progress towards goals and targets. Using data systematically, whether running records, observations, response logs, performance assessments, or quizzes, to ask questions and gain insight about student progress is a logical way to tailor instruction to meet the needs of all students. Using the information that data provides allows educators to make decisions aimed at improving student achievement, such as:

- prioritizing instructional time
- targeting struggling or high-performing students to provide additional and individualized instruction
- identifying individual students’ strengths and needs to provide appropriate interventions
- gauging the instructional effectiveness of classroom lessons
- refining instructional strategies
- examining school-wide data to determine how to adapt curriculum

(Hamilton, L, Haverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J., 2009)

What are Data?

For many educators, the word “data” conjures up images of cumbersome spreadsheets, stacks of student reports, and lists of cold, hard numbers. When conceived of in this way, data can seem at odds with the holistic and nuanced way teachers think about their students. But the truth is data can be used to create information about students. Teachers collect data about their students nearly every day, whether or not they call it “data”. Attendance, behavior, quizzes, observations, comments, grades, and test scores are all data sources. Data collected and organized in a systematic way can be used to identify meaningful patterns or information so that classroom, district, or system decisions can be made. It should provide an accurate measurement of student progress or lack of progress of content knowledge on tasks, activities, or behaviors. Data collection allows teachers to determine:

- students’ present levels (baseline)
- interventions or challenging materials necessary
- progress or lack of progress
- patterns of learning

These data can be quantitative (use of numbers, measurable) and qualitative (descriptive, observed) and can include:

Student Achievement Data	Demographic Data	Perceptual Data
– the assessments that are used to determine student learning based on the baseline data	– helps provide a fuller picture of students in my classroom	- provides opinions and ideas of stakeholders and can support hypothesis about programs and student needs
<ul style="list-style-type: none"> • formative assessment <ul style="list-style-type: none"> ✓ portfolios (writing, art, etc.) ✓ observations ✓ Running Records ✓ Exit slips ✓ Think-pair-share • performance assessments • common assessments • interim assessments • summative assessments • report card grades • student work samples • Individual Education Plans • state assessment results 	<ul style="list-style-type: none"> • trends in student population and learning needs • school and student profiles • data disaggregated by subgroups (gender, ethnicity, socio-economic status, special needs, ELL) 	<ul style="list-style-type: none"> • results of student surveys • results of parent/ community surveys.

(Sharratt & Fullan 2013; Brown & Maday, 2008)

What are Baseline Data?

Baseline data are information about students' level of performance at the "start" of the interval of instruction. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-assessment, or other evidence of students' learning, such as portfolio work samples that measure the **pre-requisite knowledge and skills** necessary for the course. When baseline data are compared with data collected at later points in the school year, decisions can be made as to whether students are making adequate progress towards targets and goals. The baseline data can be used to better make sense of students' end of year performance toward important academic indicators during a course or academic year. The key to measuring student learning is to select the appropriate assessments or sources of evidence. Baseline data are used to establish SLO targets (the expected outcome at the end of the instructional period) and consequently, the amount of growth that should take place within the allotted time period. Consider the following teachers' rationale on identifying and using baseline data to establish groups and targets.

There is no value in assessing students if it does not impact learning and instruction.

- Fullan, Crevola, and Hill 2006

Teacher	SLO Learning Goal	Baseline Data	Teacher's Rationale
Ms. Anderson Elementary School Art Teacher	Students in grade 3 will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques).	<ul style="list-style-type: none"> • K-2 art portfolios • Pre-assessment of a self-portrait from memory • Pre-assessment of a self-portrait using a mirror • Self-reflection of portraits 	<i>"Examining this cohort's portfolios with the K-2 art teacher will showed that while students were working with line, color, shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, or mixing representational and expressive techniques. During the first week of class, I asked students to draw a self-portrait from memory and then gave students individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally. Through this assessment I was able to determine baseline information on which techniques students relied on utilizing in their art, which they were comfortable using in descriptive speech, and how they articulated their process and choices. Using all of the data I was able to determine the expected targets for each identified group."</i>
Mr. Franklin Grade 8 Chorus Teacher	Students will demonstrate proficiency reading music using standard notation and performing four pieces that illustrate a variety of genres, skills, and techniques including augmentation and diminution, pitch, meter, rhythm, tone, expression and dynamics, and articulation and diction.	<ul style="list-style-type: none"> • Class survey of prior experiences in a formal chorus (e.g., elementary school, church, etc.), including reading music, and executing musical notation • Basic test in reading music • 7th grade choral assessments (for those who participated) • Individual performance on a simple song • Group performance on a simple song 	<i>"Students do not have an opportunity to take chorus until 7th grade, and many students have not sung in ensembles since elementary school. Most students were not required to read music to perform in ensembles; however, this is a requirement for high school chorus. The survey will allow me to identify the formal choral, private lessons, and/or other musical experiences of each student, including whether they were expected to read music. The basic test in reading music will allow me to identify the extent that the students can read music. And the performance will provide me with their ability to demonstrate technical accuracy and tone, expression and dynamics, articulation and diction, and rhythm. Finally, for those students who participated in chorus last year, their choral assessments will indicate their ability. All of these data will allow me to determine the baseline groups and the expected targets."</i>

Mr. Fredericks Grade 10 French 2 Teacher	Students will demonstrate proficiency in reading, writing, and speaking basic French, including knowledge of vocabulary (related to travel, school, emotions, food, the workplace, sports/hobbies, and the family), the ability to conjugate regular and irregular verbs in the past, present, and future tenses, and knowledge of the geography and culture of the French-speaking world.	<ul style="list-style-type: none"> • French 1 class data (grades, available assessments, interview with French 1 teacher) • French 1 content assessment as a pre-test of foundational skills • Individual/group conversations with each student to assess oral expression 	<i>“This is the highest level of World Language required by the district. However, whether ending herein their pursuit of further study of the language or continuing their study, a solid foundation in basic French including the broader vocabulary, more nuanced grammar, and increased attention to elocution and reading comprehension in upper-level French is necessary. Although class grades and assessments will help me to gain an understanding of what students are able to demonstrate, the teacher interview will provide me with each student’s specific strengths and weaknesses. By administering the pre-test and having individual and/or group conversations I will be able to confirm the students’ preparedness for the course as well as to determine what needs to be reviewed after the summer break. Using this data I was able to establish three groups: Group 1- in need of some remediation; Group 2-adequately prepared; Group 3-highly prepared/possibly in need of some enrichment; and I was able to establish the targets for each group.”</i>
Ms. Sampson Grade 11 Culinary Arts II Teacher	Students will develop of culinary knowledge and practical skills needed to be career-ready for entry-level culinary-prep positions including sanitation and safety, knife skills, use of large and small equipment, varied food preparation, nutritional values, receiving and storage, management and employability skills, and customer service.	<ul style="list-style-type: none"> • Culinary Arts I course assessment (NOCTI) • Culinary Arts I final grade • Class survey of prior experiences in culinary arts outside of the school experience (e.g., catering, restaurant, etc.) • Interview with grade 10 English teachers about writing strengths and needs for those students who struggled with the written component of the course assessment • Hands-on tasks and new materials assigned in the first two weeks of class to confirm established targets 	<i>“All students in Culinary Arts II have taken and passed Culinary Arts I, including the course assessment (NOCTI-Level I). The assessment has both a written part and a performance part. Analyzing both of these sections of the assessment, along with grades in the Culinary Arts I will provide me with the baseline information needed to sort students into three groups: students who excel at both the written and performance portions, students who excel at the performance portion but struggle more with the written component, and students who need remediation in Culinary Arts I basics. In addition, the interviews with the grade 10 English teachers will allow me to validate the struggles that students are having on the written portion of the assessment, and to determine how to provide support for them. Finally, students that are serious about working in the culinary arts often have summer and/or school year experiences working in the field. The survey allows me to know how to provide challenges for those students who have gained additional experience.”</i>

Baseline Data – Is it the same as a pre-assessment?

Baseline data are often equated with the use of pre- assessments. Pre-assessments can serve as a means of providing the knowledge level of a current group of students when they are first entering a program or course, determining instructional activities based on student strengths and weaknesses, and providing some basis of determining whether pre-requisites have been achieved. However, there are some cautions to consider when using pre- and post-assessments:

- It may be hard to discern if the positive change charted in a pre-post assessment is due to learning in the classroom or simply natural maturation.
- Lack of equated tests so it is impossible to determine whether students learned more or the test got easier. Tests must be equated and placed on the same scale in order to make these judgments.
- May indicate larger gains from fall to spring rather than from spring to spring due to loss of student learning during the summer, especially for younger students; however, most school accountability analyses and large-scale VAM or SGP analyses for tested grades are based on spring-to-spring data, using different frameworks for NTSG could introduce unintended incoherence into the system.
- Students may get the sense that the pre-test doesn't count and consciously or unconsciously underperform.
- Determining how to develop meaningfully comparable pre- and post-assessments is difficult, since the pre-assessment may have to be so basic that any additional learning could be seen as “growth”.

Many of the assessments that teachers give can be powerful instructional tools. To realize their potential, though, teachers need to understand and use these assessments well.

- Millner, Santi, Held, and Moss, 2009

Using Multiple Sources of Baseline Data

“Using data to drive improvement” was identified as a key to success in a report developed by the National Education Goals Panel after a series of hearings designed to find examples of successful schools and to understand why those schools were succeeding. Specifically, the successful schools “use performance information to determine where they were succeeding and where they needed to direct their efforts for improvement” (from Protheroe, N., 2009). However, no single assessment can tell educators all that is needed to make well-informed instructional decisions. Therefore, the use of multiple data sources should be considered when making and supporting informed instructional decisions, as well as setting SLO targets (Lewis, D., Madison-Harris, R., Muoneke, A., & Times, C., 2010).

The following are an overview of examples of assessment sources, the purpose they serve, and the limitations of using them for making instructional decisions and setting SLO targets.

Data Source	Purpose	Limitations
Annual State Assessments	<ul style="list-style-type: none"> Analyze broad areas of relative strengths and weaknesses among students Identifying students or groups of students who may need particular support Setting school-wide, grade-level, department-level or classroom goals for students’ annual performance Reveals which students performed <i>advanced</i>, <i>proficient</i>, <i>basic</i>, and <i>below basic</i>. This could help inform how you identify specific tiers for SLO Targets. 	<ul style="list-style-type: none"> A significant amount of time may have passed between the administration and when data become available; students’ knowledge and skills may have changed during that time Teaching overly focuses instruction based on the assessment questions
Interim Assessments <ul style="list-style-type: none"> First benchmarking assessment of the year (e.g., STAAR, DIBELS, DRA2, PALS) 	<ul style="list-style-type: none"> Evaluate instructional strategies Track the progress of current students in a single school year Reveals which students are performing below average, average, or above average for their particular grade level. This could help inform how you identify specific tiers for SLO Targets as well as monitoring progress during the year. 	<ul style="list-style-type: none"> May be a snapshot of what students can do since these assessments are seldom cumulative
Classroom Performance Data Previous year: <ul style="list-style-type: none"> unit tests course projects summer reading work portfolios (e.g., art, writing) interviews with teacher from prior year Current year: <ul style="list-style-type: none"> class work or homework 	<ul style="list-style-type: none"> Assess student prior knowledge to focus instruction Provide ongoing, formative evaluation of student learning at the most specific level Focus re-teaching on missing knowledge or weak skills Identify students for flexible instructional groups or for immediate and specific instruction Provide immediate feedback about 	<ul style="list-style-type: none"> Assignments, conditions, and scores are not generally comparable across classrooms Assessments are not always consistent with the content or rigor of interim and standardized assessments Teachers may lack experience in high-quality assessment development procedures Classroom assessments may require

<p>during the first week or two of school</p> <ul style="list-style-type: none">• surveys of prior knowledge (see survey uses on pages 4-5)• student interviews <p>Non-achievement data</p> <p>Previous year:</p> <ul style="list-style-type: none">• attendance records• behavior and work habits	<p>student learning</p> <ul style="list-style-type: none">• Provide rich, detailed examples of students' academic performance to complement state or interim assessments	<p>significant teacher time to score and analyze results.</p>
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In order to set SLO targets, teachers must use their professional judgment when deciding what information will be helpful in determining students' starting points. Common sources of baseline evidence include:

Results from prior year assessments or test that assess **knowledge and skills that are pre-requisites** to the current subject and/or grade.

***For example:** a French 2 teacher may examine data from the French 1 class data (grades, available assessments, interview with French 1 teacher) to identify the students' prerequisite knowledge and skills.*

Results from assessments in other subjects, including teacher or school generated tests, and state tests that assess **pre-requisite knowledge and skills**.

***For example:** a physics teacher may want to examine the results of students' prior math assessments and their ability to solve complex problems OR, a Spanish I teacher may want to examine students' general reading and writing abilities from their previous ELA classes to identify their knowledge of grammar.*

Results of beginning of the course teacher or department performance task or the first interim assessment focused on the course **enduring understandings**.

***For example:** a first grade teacher may administer benchmark assessments, PALS and DRA2, in September of the current school year to determine students' foundational skills in reading.*

Students' performance on the work assigned in the first few weeks of the course. This information will provide a picture of students' level of preparedness based on the **pre-requisite knowledge and skills** needed for the course. This information can be gathered through assignments (e.g., students ability to read complex scientific texts), surveys, observational checklists, and/or anecdotal notes.

***For example:** a Computer Programming teacher may administer and analyze a performance assessment to determine students level of preparedness.*

Historical data, such as students' writing or art portfolios, science projects, or students' grades in previous classes (ensuring that there is an understanding of the criteria for the grades given by the students' previous teachers).

***For example:** the third grade teacher may examine students' K-2 art portfolios to determine the use of basic art elements.*

The use of multiple data sources will allow teachers to form a more comprehensive picture of the students' understanding of the SLO Learning Goal, and more likely get as close as possible to students' true starting points. Once the data has been collected, teachers should examine and interpret the available data (e.g., student work samples from the previous year, class/course surveys, initial benchmarking assessment, or end of year grades) in order to form a comprehensive picture of the students in the class. When multiple data sources are used and show similar areas of student strengths and weaknesses, teachers can be more confident in the starting points and the targets established. By considering areas of relative strength and weakness teachers can determine the starting points of students relative to the SLO.

However, when one assessment shows students struggling in a particular skill and another assessment shows them performing well in that skill, teachers need to look closely at the items on both assessments to try to identify the source of discrepancy. Although this may not always be possible, the use of more than one data source will help to shed light on the particular aspects of the knowledge and skills in which students struggle or are successful. Consider the following scenario and how the examination of data can allow for setting thoughtful targets and guiding instruction.

<i>Learning Goal</i>	Students will be able to independently solve real-world problems that involve finding the perimeter of polygons given the side lengths, finding an unknown side length, and calculating perimeter when combining polygons.
<i>Scenarios:</i>	Examining student data to understand learning, determine starting points, and set targets
<i>Use of Data Source #1: State Assessment</i>	The 5 th grade teachers at Riverview Elementary School met to examine selected data about how students had performed on the previous year's mathematics state assessment. The teachers examined the results on each math strand and found that most students scored above the state average in arithmetic, but were below the state average in geometry.
<i>Use of Data Source #2: End-of-Year 4th Grade Common Assessment</i>	Using the end-of-year 4 th grade common assessment on geometry, the teachers observed that the content strand in which students struggled the most was measuring perimeters of polygons. Since calculating perimeters was a matter of adding, and students had performed well on the addition strands of both the annual and unit assessments, the teachers were perplexed. They decided to collect new data on students' geometry skills using questions from the supplemental workbooks of their standards-based math curriculum.
<i>Use of Data Source #3: Supplemental Workbooks</i>	When reviewing the students' workbook responses, they noticed a pattern. Students performed well on simple perimeter problems when the shapes were drawn for them, but on word problems that required them to combine shapes before adding, they struggled. The teachers hypothesized that students' difficulties were not with calculating perimeters, but with considering when and how to combine polygons in response to real-world problems. They further hypothesized that students would benefit from opportunities to apply basic geometry skills to novel situations.

Setting Targets

Knowing students' general level of achievement by using baseline data lets teachers set SLO targets that are both rigorous, yet attainable, for the students in their class. Starting points enables teachers and administrators to determine the amount of progress that students make during the course or year. One way of determining starting points for students is to identify three levels of preparedness for the curricular focus of the Learning Goal.

Low Level: Students have not mastered **pre-requisite knowledge or skills** necessary for the course

Average Level: Students are **appropriately prepared** to meet the demands of the course

High Level: Students have **already mastered some key knowledge and skills**

Targets can be set for a whole class or differentiated groups. There may be some situations, such as in a special education setting when it is appropriate to set individual students.

Whole Group Target	Tiered Targets	Individual Targets
<p>One target for all students included in the SLO.</p> <p>This works best when:</p> <ul style="list-style-type: none"> • All students score similarly on the baseline data, • The course content requires a certain level of mastery from all students in order to pass/advance (e.g., a C&T course in Plumbing) • It is necessary for all students to work well together (e.g., orchestra, theater, dance). 	<p>Two to three targets for groups of students identified by the SLO.</p> <p>This allows for projecting achievement for students who are at, above, or below grade level.</p>	<p>Each student identified by the SLO receives a target.</p> <p>This can work well in Special Education settings when class sizes are small.</p>
<p>Example: 100% of students will pass the certification exam for the career and tech course.</p>	<p>Example: The 18 students who scored a 2 on the baseline writing prompt will score a 3 or higher on the final of monthly writing prompts.</p> <p>The 6 students who scored a 3 on the baseline writing prompt will score a 4 or higher on the final monthly writing prompt.</p> <p>The 4 students who scored a 4 on the baseline writing prompt will score a 5 or higher on the final monthly writing prompt.</p>	<p>Example: 80% of the students will meet individual targets on Fountas and Pinnell guided reading levels:</p> <p>Student 1 will reach a Level O Student 2 will reach a Level N Student 3 will reach a Level M Student 4 will reach a Level K Student 5 will reach a Level N Student 6 will reach a Level L</p>

Baseline Data Worksheet

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, analyzing, and using to set SLO targets.

Learning Goal <i>What do my students need to know or be able to do?</i>	
Baseline Data <i>What data/information are available for me to review to aid in determining my students preparedness for this learning goal?</i>	
<i>What do these data tell me about my students (e.g., groupings, patterns, etc.)?</i>	
<i>Do these data impact my Learning Goal (e.g., the distribution of students in the low, average, high group cause you to rethink the appropriateness of the Learning Goal)?</i>	
<i>How will I group students for my targets based on this data (e.g., whole group, tiered, individual)?</i>	
<i>How will I set my targets based on this data (e.g., progress, mastery, combination)?</i>	
<i>What other data do I need and how can I gather these data?</i>	
<i>Does this new data alter the targets or groups?</i>	

Baseline Data Worksheet (Grade 5 Physical Education example)

Use the following worksheet to help guide the identification of appropriate baseline data to consider collecting, analyzing, and using to set SLO targets.

Objective Statement <i>What do my students need to know or be able to do?</i>	<i>Students will understand, monitor, and be able to explain in writing how physical fitness and nutrition influence their health and wellness.</i>
Baseline Data <i>What data/information are available for me to review to aid in determining my students preparedness for this learning goal?</i>	<ul style="list-style-type: none"> • Interviews with previous year and current year teachers on basic math skills (necessary for calculating calories, nutritional facts, portions, distance, etc.) and writing skills • Student writing portfolios • Previous success in physical education courses • State assessment from 4th grade (mathematics)
<i>What do these data tell me about my students (e.g., groupings, patterns, etc.)?</i>	<i>I was able to identify the students that had a solid grasp of 4th grade mathematical skills as well as those students that are able to communicate well in writing. In addition, this baseline data provided me with which students would be in need of additional support in mathematics, writing, or in both.</i>
<i>Do these data impact my Learning Goal (e.g., the distribution of students in the low, average, high group cause you to rethink the appropriateness of the Learning Goal)?</i>	<i>No, based on the baseline information, a majority of the students will be able to calculate the necessary information and to be able to communicate their learning about the influence of physical fitness and nutrition on their health and wellness.</i>
<i>How will I group students for my targets based on this data (e.g., whole group, tiered, individual)?</i>	<i>Because students are expected to demonstrate their understanding of the physical education/health content in conjunction with using math and writing skills, the baseline data indicates that students should be grouped in tiered targets:</i> <ul style="list-style-type: none"> • Students who demonstrate a solid understanding of 4th grade mathematics and writing skills. • Students who have some understanding of 4th grade mathematics and/or writing skills. • Students who struggle with 4th grade mathematics and/or writing skills.
<i>How will I set my targets based on this data (e.g., progress, mastery, combination)?</i>	<i>Targets will be set as a combination because the majority of the students were stronger in their math and writing skills than students from previous years. Therefore, I would expect:</i> <ul style="list-style-type: none"> • 100% of students in the high group to demonstrate proficiency or above on the summative assessment, • 80% of the average group to demonstrate proficiency on the summative assessment and the other 20% to grow by

	<p><i>1 level from the baseline data (mathematics and writing).</i></p> <ul style="list-style-type: none"> • <i>100% of the low group to grow by at least 1 level from the baseline data.</i>
<i>What other data do I need and how can I gather these data?</i>	<p><i>A student writing sample from a Wellness journal that includes how they calculate potential calories burned, distance walked/run, a tally of calories consumed from what they eat and drink, a counting of servings from the different food groups, and a reflection on how they felt before, during and after the physical activity. This journal entry will allow me to identify how the students currently apply their math and writing skills within the context of physical education.</i></p>
<i>Does this new data alter the targets or groups?</i>	<p><i>After three weeks of reviewing journals as part of the baseline data, my targets have changed. Students in the average group are stronger than expected and are performing as well as the students in the high group. The students in the low group are, however, in need of support. Therefore, I would expect:</i></p> <ul style="list-style-type: none"> • <i>100% of students in the high and average group to demonstrate proficiency or above on the summative assessment,</i> • <i>100% of the low group to grow by at least 1 level from the baseline data.</i>

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