

GATHERING and SYNTHESIZING STUDENT DATA

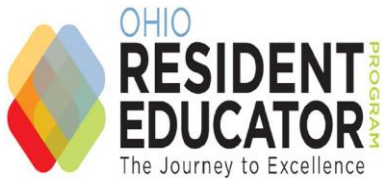
A Formative Assessment Tool

What is data? Where do I find it? How do I use it? Why is it important?



The effective educator gathers relevant data to create a snapshot of an entire class. Resident educators and mentors study data trends and patterns to guide instruction. Some examples of data include: quarterly assessments, kindergarten readiness scores, teacher-made assessments, attendance and discipline data, state tests, standardized achievement test scores, literacy levels and more. **Data sources are not limited to those listed. Data should be both formative and summative, and relevant to planning and implementing quality instruction.**

The effective educator collects data throughout the school year, from multiple sources, to inform planning and instruction. A collection of data in itself provides no answers until we ask questions about its meaning, what can be learned and how it can be used. Resident educators and mentors may use the sample below, or use district-generated tools, to collect and organize data. The **Resident Educator Program requires that two students are monitored continually during the school year through the gathering of data.*** *Educators also can use this data tool within the Ohio Teacher Evaluation System process as it links directly with Instructional Planning section (Assessment Data, Prior Content Knowledge), and Instruction and Assessment (of Student Learning).*



Class Profile

Below is an example of how data may be collected by Resident Educators to analyze student data in their classroom. Resident Educators may use this form or use district data analysis forms that allow them reflect on their both student and educator progress.

RESIDENT EDUCATOR CLASS PROFILE						
Resident Educator:				Date Completed:		
Grade Level or Subject Area:						
Student Name:	State Data	District Data	Classroom Data	Formative Assessment 1	Teacher-Made Assessment	Summative Assessment
Student 1*	Passed Reading	IOWA-73%	Quarterly 4.6	17/20 sight words	Comprehension 70%	Reading Posttest 88%
Student 2*	DNPass Reading	IOWA-33%	Quarterly 3.4	11/20 sight words	Comprehension 50%	Reading Posttest 65%
<i>Add more rows as needed</i>						

Other Important Factors *(Please specify numbers at left of each term where applicable.)*

Student Ethnicity and Diversity	Student Population Characteristics	Students Performance Level: Total # of Students at each level:
White, Non-Hispanic:	Number of Females:	High: Medium Low:
Black or African American (Non-Hispanic):	Number of Males:	
Hispanic/Latino:	Number of English Language Learners:	
Asian:		
American Indian or Alaska Native:	Total number of students with exceptionalities:	
Native Hawaiian or Alaska Native:	Total number of Students:	
Native Hawaiian or Other Pacific Islander:		
Multiracial:		
Not Specified:		
Other:		