I-READY DATA CHATS

ASYNCHRONOUS PD





DIRECTIONS



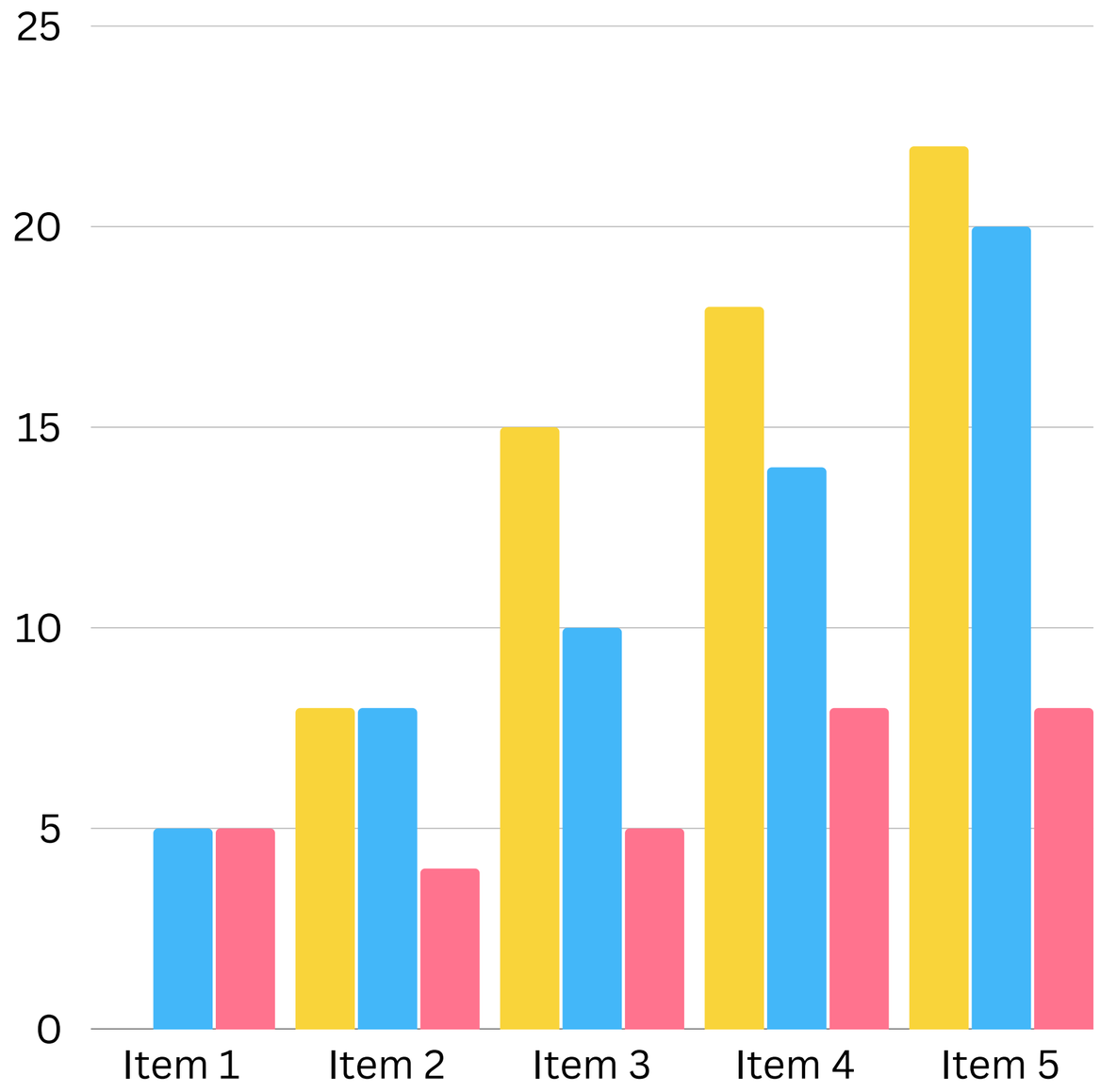
Explore the slides for one hour.

Complete the Google Form, reflecting on your experience.

Submit a claim form for one hour to your building principal.

What is a Data Chat?

One-on-one conversations with students centered on data, where students can discuss strengths and areas for growth and identify goals and next steps



BENEFITS FOR STUDENTS

- Students become more familiar with their data and their own learning–what their strengths are, where they need support to improve, and how they are growing
- Students strengthen their relationship with the teacher by having one-on-one time to discuss their individual learning.
- Students are empowered to take ownership of their learning by understanding their data and participating in goal setting and action planning.

BENEFITS FOR TEACHERS

- Teachers can gain more insight into a student's performance and attitude to help make instructional decisions
- Teachers ensure their understanding ofa student is supported by data and the student's own reflections.
- Teachers can build one-on-one relationships with students.



Guidelines for Teachers Engaging in Data Chats:

· Focus on Learning: Give students the big picture of why you are meeting together and how it will help them become stronger learners.

· Partner with Students: Enter the conversation with a sense of partnership, shared effort, and inquiry. Use a collaborative tone to encourage students to take ownership and brainstorm ideas.

· Act Promptly: To have the greatest impact, review the data with students as soon as it is collected.

What to Do:

- ☐ **Schedule time to have data chats.** Use the calendar below to schedule them throughout the year.
- ☐ **Print out** applicable reports.
- ☐ **Use the Student Data Chat Worksheets** for student reflection and goal setting.

Data Chat Purpose	First Diagnostic		During Personalized Instruction	Second Diagnostic		During Personalized Instruction	Last Diagnostic	
	Before	After		Before	After		Before	After
Time of Year								
Data Chat Date(s)								

INTRODUCING DATA CHATS

Early Elementary

- Give students context for data and where it is coming from.
- Use simple language.
- Connect data to what students are familiar with in the classroom.
- Keep a narrow focus—focus on one area of strength and one area of improvement.
- Use visual images to make connections to the focus area.

- "The *i-Ready Diagnostic* tells us how you are doing on certain mathematics/reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow."
- "What is one area in which you can improve? Remember when we worked on subtracting two-digit numbers? Tell me a little bit about what was hard for you. Let's come up with some ideas for how you can work on this."

INTRODUCING DATA CHATS

Late Elementary

- Guide students in looking at their data from their dashboard and Diagnostic results.
- Encourage students to consider how their own actions and behaviors impact their work.

- "Today we are going to talk about the results from your most recent *i-Ready Diagnostic*. We are looking at your data to help you learn. Let's look at your *i-Ready* dashboard, and then we'll look at what this report says."
- "Think about what you were doing as you took the assessment. In what areas did you feel like you did your best? What could you do better next time?"

INTRODUCING DATA CHATS

Middle School

- Empower students to dig into their own data by talking to them about it in a clear and honest way.
- Talk to students about their hopes for long-term growth. Then, help them create shorter-term, achievable goals to get there.
- If relevant, provide big-picture context for students about how *i-Ready Assessment* data connects with other data (e.g., state assessment data, class grades, etc.).

- "Let's talk about your results from the *i-Ready Diagnostic* by looking at your data from your dashboard. What is your score?"
- "Now let's look at this report. What do you notice when looking at this data? Which domains are your strengths? Which areas are more challenging for you?"
- "Where would you like to be at the end of the year? Let's set a goal that will help you get there."

Data Chat Best Practices



Dedicate Certain Days as "Data Chat Days"

Make these data chat days special by allowing a different student dress code or having a special morning announcement, an assembly, or even a pep rally–anything to make the days stand out!

Choose props and take pictures, too!

Data Chat Best Practices



Make Goals!

Students will set goals and create action steps in data chats, but it doesn't have to end there. Create grade-level and schoolwide goals, communicate those goals to all stakeholders, and provide progress updates throughout the year. Help students see that their goals are connected to the school's goals.

ASK KIDS ABOUT THEIR DATA

Students need to know you care about their learning, their performance, and the goals they have set for themselves. Make it a habit to ask students about their data, their goals, and the action steps they need to take to reach their goals.

Here are some questions to have in your back pocket:

- *"What lesson are you working on in Reading/Math? How will this help you?"*
- *"What is your lesson streak? How can you make that number even bigger?"*
- *"According to the Diagnostic, what is one of your strengths in Reading/Math? Why do you think that is a strength?"*
- *"According to the Diagnostic, what is something you need to work on? How are you planning on working on that?"*



Reports to Use:

Diagnostic Results (Student)



Diagnostic Growth (Student)

After 2nd and 3rd Diagnostics only



After Each Diagnostic:

This data chat includes questions you can adjust based on the time of year. Encourage students to use the selected Data Chat Worksheets on the next pages to track progress. Have their reports on hand for reference.

- Plan in advance by reviewing student data using the Planning for a Student Data Chat Worksheet.*
- Consider the individual student while sharing data by adjusting the conversation and worksheet to the student's needs and personality.
- Approach the conversation as a partnership with the student.
- Familiarize yourself with how i-Ready measures student growth by visiting i-ReadyCentral.com/GrowthGoals.

Part 1 Observe and Reflect

1. What is your score on the Diagnostic?
2. What are your strengths?
3. What are your areas for improvement, and what habits did you demonstrate while working on the Diagnostic?

Part 2 Set Goals

4. What are your goals for this year?

Note: *If you have not done so already, explain* i-Ready *growth measures to students. (See the first Tip on the right.)*

Note: *If having this chat at the end of the school year, ask: "What do you want to achieve this summer and next year?"*

Part 3 Take Action

5. What steps do you need to take to achieve your goals?
6. How will you track your progress?

After Each Diagnostic:

· Explain i-Ready growth measures to students. E.g.,"We know what you already know and what you still need to learn. i-Ready gives you two personal measures we will use to set goals. You have a Typical Growth measure, which is how much a student like you is expected to grow in one year, and a Stretch Growth measure, which is a more challenging goal."

· Keep the conversation grounded in data, but provide context. E.g.,"We are looking at your data so we can help you learn."

· Encourage students to take ownership over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.

· Focus on each student's individual performance and goals. Avoid making comparisons to peers.

· Encourage students to reflect on the habits they used during the Diagnostic. Were they engaged? Did they rush? Did they use scratch paper?

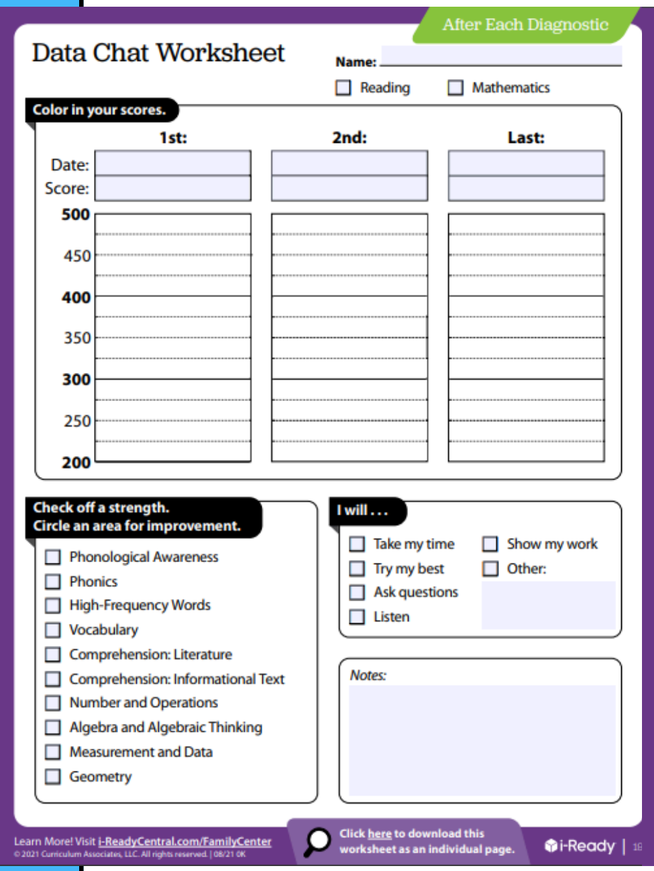
· Ensure student goals are not limited to scale scores and growth measures. Consider including learning goals that focus on specific domains, standards, and/or skills. Keep in mind both short- and long-term goals.

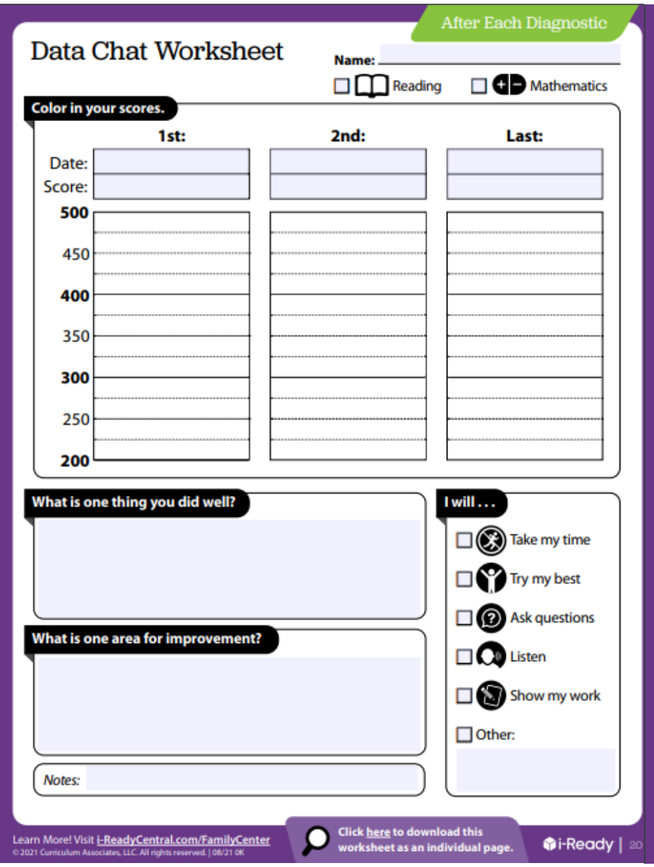
· Suggest a broad range of actions to students that include effective habits (e.g., staying focused, taking notes, and asking for help) and measurable actions on i-Ready Personalized Instruction (e.g., lessons completed, Percent of Lessons Passed).

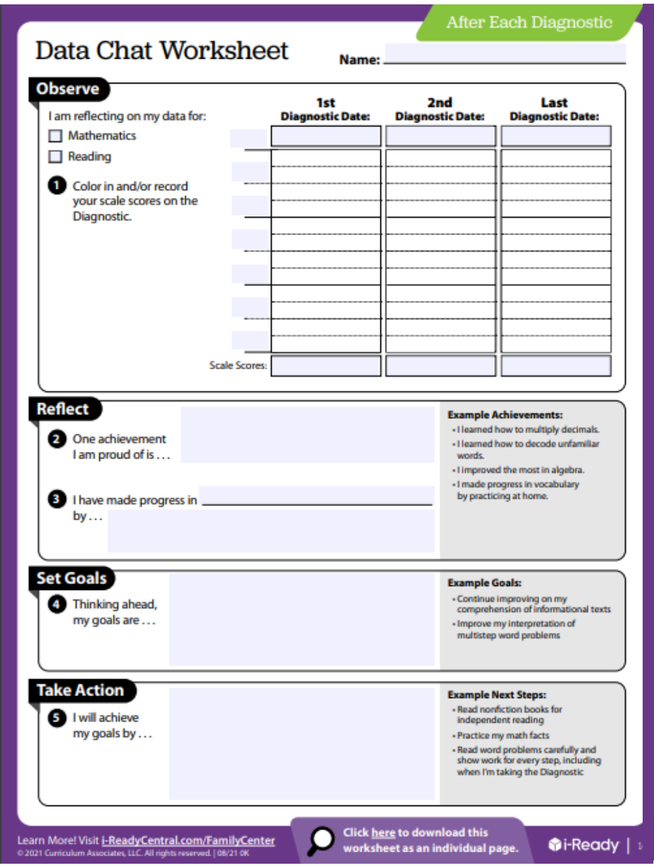
· Use the conversation to motivate the student to learn.

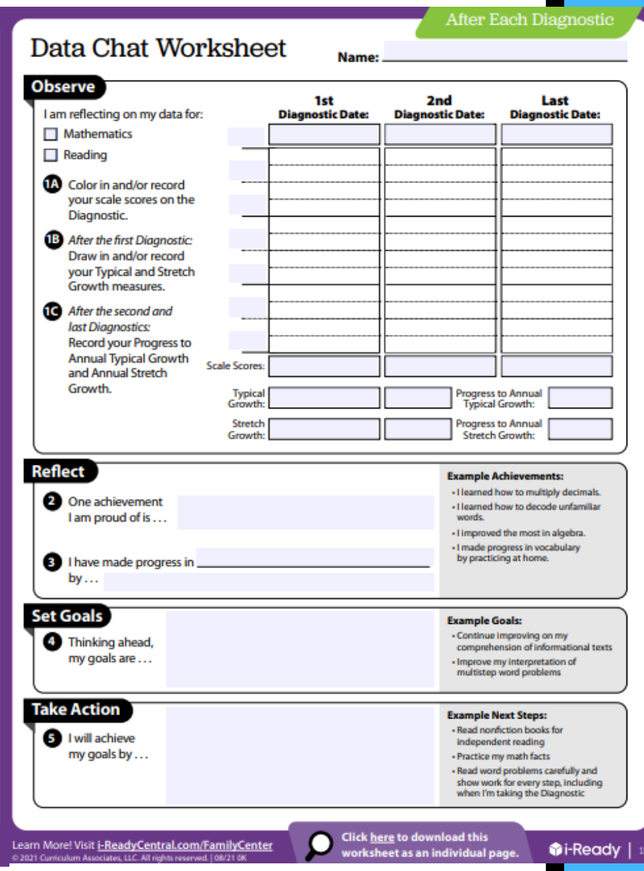
· Follow up after your conversation to help keep students committed to their plan. Consider visibly tracking their progress in the classroom.

Which data chat worksheets do you like?



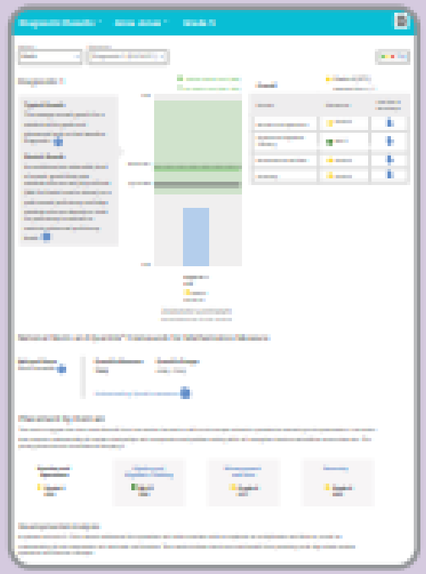






Reports to Use:

Diagnostic Results (Student)



Diagnostic Growth (Student)



Before Each Subsequent Diagnostic:

Plan in advance by reviewing student data. Encourage students to use the Data Chat Worksheet. Have their report on hand for reference.

- Plan in advance by reviewing student data using the Planning for a Student Data Chat Worksheet.*
- Consider the individual student while sharing data by adjusting the conversation and worksheet to the student's needs and personality.
- Approach the conversation as a partnership with the student.
- Familiarize yourself with how i-Ready measures student growth by visiting i-ReadyCentral.com/GrowthGoals.

Part 1 **Observe and Reflect**

1. What were your scores on the first and/or second *i-Ready Diagnostic(s)* this year? What are your strengths? What do you want to improve on?

Part 2 **Explain How *i-Ready* Works to Motivate Students**

2. What are your *i-Ready* growth measures? What do you want your results to be after the next Diagnostic?

Part 3 **Take Action**

3. How will you do your best on the *i-Ready Diagnostic*?

Before Each Subsequent Diagnostic:

· Explain i-Ready growth measures to students. E.g.,"We know what you already know and what you still need to learn. i-Ready gives you two personal measures we will use to set goals. You have a Typical Growth measure, which is how much a student like you is expected to grow in one year, and a Stretch Growth measure, which is a more challenging goal."

· Keep the conversation grounded in data, but provide context. E.g.,"We are looking at your data so we can help you learn."

· Encourage students to take ownership over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.

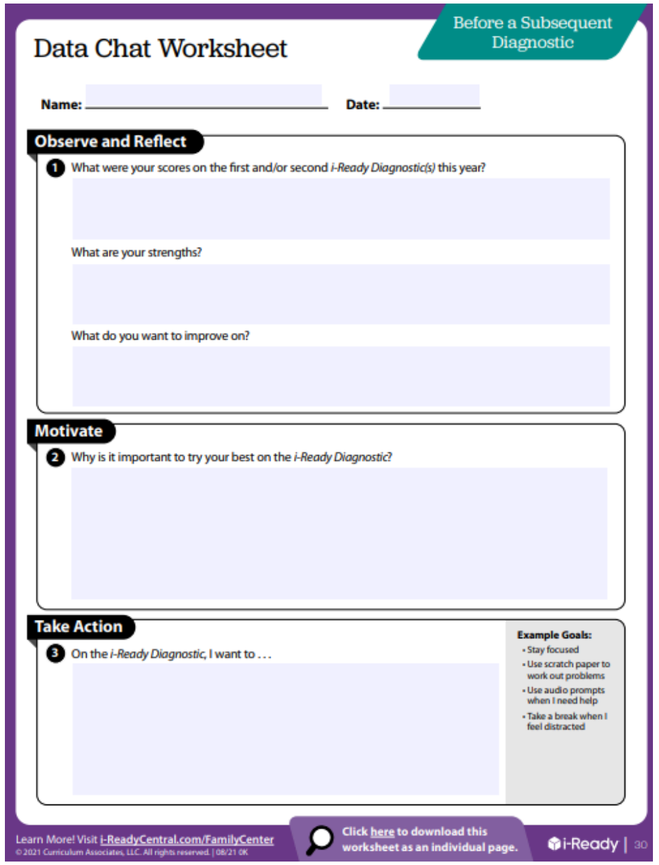
· Focus on each student's individual performance and goals. Avoid making comparisons to peers. · Ensure student goals are not limited to scale scores and growth measures. Consider including learning goals that focus on specific domains, standards, and/or skills.

· Suggest a broad range of actions to students that include effective habits (e.g., staying focused, showing work, keeping eyes on their own screen).

· Download i-Ready Pledge Sheets by visiting i-Ready Central and searching pledge to capture goals and next steps to display in the classroom.

· Use the conversation to motivate the student to learn and develop self-assessment skills.

Which data chat worksheets do you like?



Data Chat Worksheet

Before a Subsequent Diagnostic

Name: _____ Date: _____

Observe and Reflect

1. What were your scores on the first and/or second *i-Ready Diagnostic(s)* this year?

What are your strengths?

What do you want to improve on?

Motivate

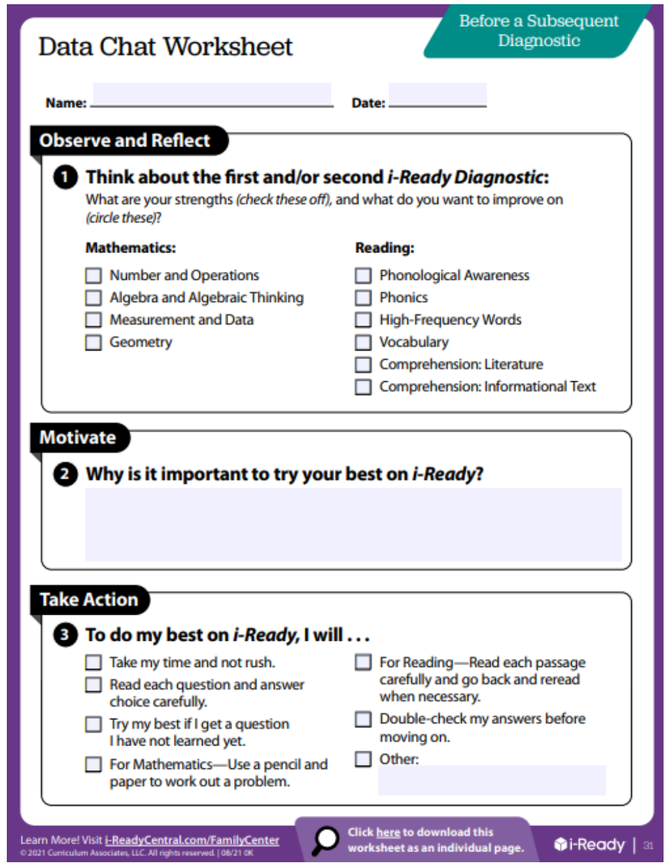
2. Why is it important to try your best on the *i-Ready Diagnostic*?

Take Action

3. On the *i-Ready Diagnostic*, I want to . . .

Example Goals:
- Stay focused
- Use scratch paper to work out problems
- Use audio prompts when I need help
- Take a break when I feel distracted

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Data Chat Worksheet

Before a Subsequent Diagnostic

Name: _____ Date: _____

Observe and Reflect

1. **Think about the first and/or second *i-Ready Diagnostic*:**
What are your strengths *(check these off)*, and what do you want to improve on *(circle these)*?

Mathematics:
- ☐ Number and Operations
- ☐ Algebra and Algebraic Thinking
- ☐ Measurement and Data
- ☐ Geometry

Reading:
- ☐ Phonological Awareness
- ☐ Phonics
- ☐ High-Frequency Words
- ☐ Vocabulary
- ☐ Comprehension: Literature
- ☐ Comprehension: Informational Text

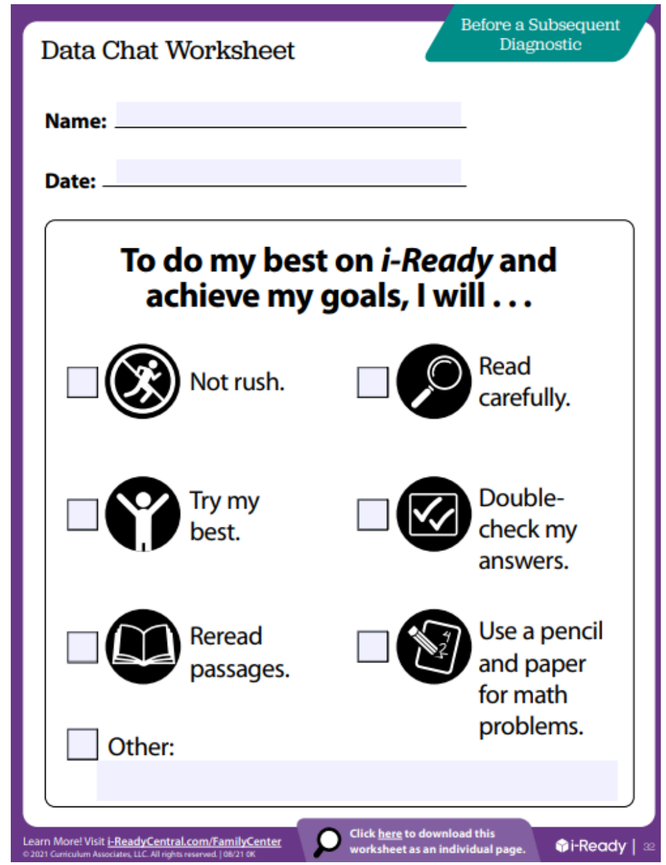
Motivate

2. **Why is it important to try your best on *i-Ready*?**

Take Action

3. **To do my best on *i-Ready*, I will . . .**
- ☐ Take my time and not rush.
- ☐ Read each question and answer choice carefully.
- ☐ Try my best if I get a question I have not learned yet.
- ☐ For Mathematics—Use a pencil and paper to work out a problem.
- ☐ For Reading—Read each passage carefully and go back and reread when necessary.
- ☐ Double-check my answers before moving on.
- ☐ Other:

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Data Chat Worksheet

Before a Subsequent Diagnostic

Name: _____

Date: _____

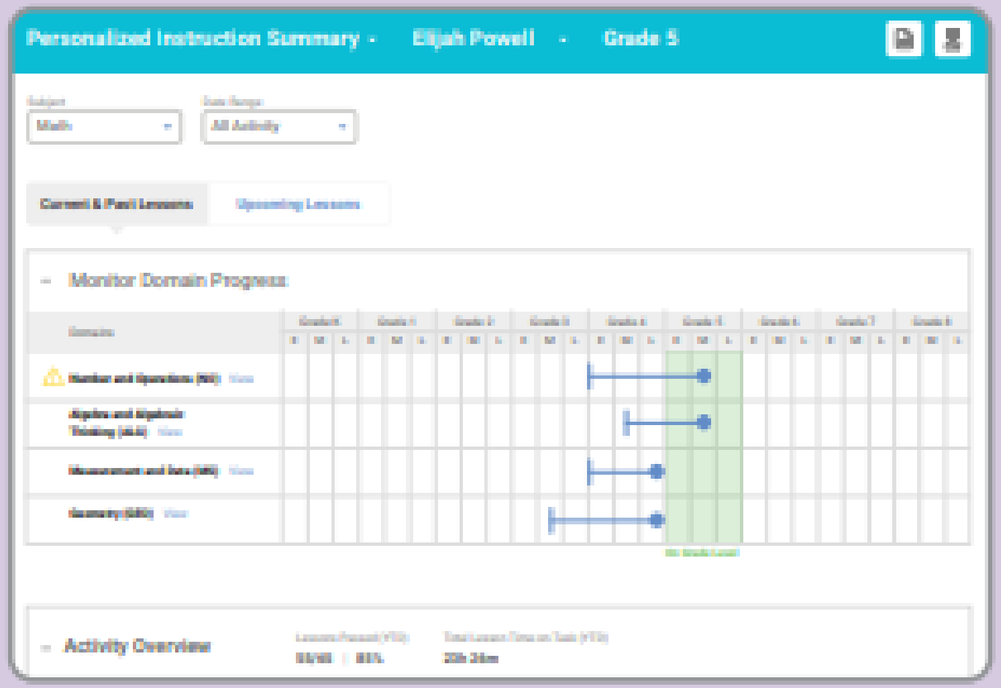
To do my best on *i-Ready* and achieve my goals, I will . . .

- ☐ Not rush.
- ☐ Read carefully.
- ☐ Try my best.
- ☐ Double-check my answers.
- ☐ Reread passages.
- ☐ Use a pencil and paper for math problems.
- ☐ Other:

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Report to Use:

Personalized Instruction Summary (Student)



During Personalized instruction:

Encourage students to use the Data Chat Worksheet on the next page to track progress. Have their reports on hand for reference.

- Plan in advance by reviewing student data using the Planning for a Student Data Chat Worksheet.*
- Consider the individual student while sharing data by adjusting the conversation to the student's needs and personality.
- Approach the conversation as a partnership with the student.
- Utilize the My Progress section in the student dashboard so students learn how to take ownership over their leaning and check their progress independently.

Part 1 Observe and Reflect

1. How are you performing on lessons?
2. What skills did you learn?
3. What are you proud of?
4. What can you do better next time?
5. What habits did you demonstrate while working on lessons?

Part 2 Set Goals

6. What is/are your goal(s)?

Part 3 Take Action

7. What steps do you need to take to achieve your goal(s)?
8. How will you track your progress?

During Personalized Instruction:

· Keep the conversations grounded in data, but provide context. E.g., "We are reviewing your data so we can help you learn."
· Encourage students to take ownership over their goals and next steps by setting a positive tone, pausing to let them reflect, and helping them brainstorm ideas.
· Focus on each student's individual performance and goals. Avoid making comparisons to peers.
· Encourage students to reflect on habits used while working on lessons. Are they actively engaged? Do they rush? Do they use scratch paper when necessary?
· Ensure student goals are not limited to minutes spent on instruction. Consider including learning goals that focus on specific domains, standards, and/or skills.
· Suggest a broad range of actions to students that include effective habits(e.g., staying focused, taking notes, and asking for help) and measurable actions on i-Ready Personalized Instruction (e.g., Lesson Time-on-Task, lessons completed, Percent of Lessons Passed). To help students set realistic goals for lessons completed in a specific time frame, review the estimated completion time for their upcoming lessons in i-Ready.
· Follow up after your conversation to help keep students committed to their plan. Consider visibly tracking their progress in the classroom.
· Find tools and ideas about how to engage students at i-ReadyCentral.com/Engagement.

Which data chat worksheets do you like?

Math

Name:

My Scores

The *i-Ready Diagnostic* shows me and my teachers my strengths and areas for improvement. This information helps us set goals and make plans that support my learning.

1st Diagnostic	2nd Diagnostic	3rd Diagnostic

On the next Diagnostic, I will . . .

My Lessons

Information from the Diagnostic is used to assign lessons from *i-Ready Personalized Instruction* that are just right for my learning needs.

Lessons Completed	Lessons Passed	Weekly Minutes Completed

During the next few weeks, I will . . .

My Winning Streak

Passing a lesson shows I have been focused and means I understand a specific skill.

Lessons Passed in a Row	

I am proud of . . .

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Reading

Name:

My Scores

The *i-Ready Diagnostic* shows me and my teachers my strengths and areas for improvement. This information helps us set goals and make plans that support my learning.

1st Diagnostic	2nd Diagnostic	3rd Diagnostic

On the next Diagnostic, I will . . .

My Lessons

Information from the Diagnostic is used to assign lessons from *i-Ready Personalized Instruction* that are just right for my learning needs.

Lessons Completed	Lessons Passed	Weekly Minutes Completed

During the next few weeks, I will . . .

My Winning Streak

Passing a lesson shows I have been focused and means I understand a specific skill.

Lessons Passed in a Row	

I am proud of . . .

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During Personalized Instruction

Data Chat Worksheet

Name: _____ **Date:** _____

Observe and Reflect

I am reflecting on my data for:

- ☐ Mathematics
- ☐ Reading

1A The number of lessons I have passed is:

1B The number of lessons I have completed is:

1C The number of minutes I have spent on lessons is:

2 I learned . . .

3 I am proud of . . .

4 I need to improve on . . .

5 While working on *i-Ready* lessons, I . . .

Set Goals

6 Thinking ahead, my goals are . . .

Example Goals:

- Learn how to [specific skill]
- Pass ____ lessons this week
- Reach ____ minutes on online lessons
- Focus during lessons

Take Action

7 I will achieve my goals by . . .

8 I will track my progress by . . .

Example Strategies:

- Use scratch paper
- Use a tracker
- Raise my hand if I am stuck
- Play Learning Games when I complete my lessons

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Progress Cards

Name:

☐ Mathematics ☐ Reading

My Scores

The *i-Ready Diagnostic* shows me and my teachers my strengths and areas for improvement. This information helps us set goals and make plans that support my learning.

1st Diagnostic	2nd Diagnostic	3rd Diagnostic

On the next Diagnostic, I will . . .

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Information from the Diagnostic is used to assign lessons from *i-Ready Personalized Instruction* that are just right for my learning needs.

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Lessons Passed in a Row	

I am proud of . . .

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Name:

My Scores

The *i-Ready Diagnostic* shows me and my teachers my strengths and areas for improvement. This information helps us set goals and make plans that support my learning.

On the next Diagnostic, I will . . .

Mathematics Scores: 1st Diagnostic	2nd Diagnostic	3rd Diagnostic

Reading Scores: 1st Diagnostic	2nd Diagnostic	3rd Diagnostic

My Lessons

Information from the Diagnostic is used to assign lessons from *i-Ready Personalized Instruction* that are just right for my learning needs.

During the next few weeks, I will . . .

Mathematics Scores: Lessons Completed	Lessons Passed	Weekly Minutes Completed

Reading Scores: Lessons Completed	Lessons Passed	Weekly Minutes Completed

My Winning Streak

Passing a lesson shows I have been focused and means I understand a specific skill.

Mathematics Scores: Lessons Passed in a Row	

Reading Scores: Lessons Passed in a Row	

I am proud of . . .

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Click here to explore Data Chats resources on i-Ready and read more about how to conduct your own Data Chats throughout the school year!



EXPLORE!

PRINT WHAT YOU NEED



Student Data Chat Pack

Teacher and Leader Data Chat Pack

Family Data Chat Pack





Be sure to utilize the online resources that i-Ready provides!

Click here for a folder of resources from i-Ready that we began compiling on the NRW Google Shared Drive.

Google Form

Click the link above to complete the Google Form, reflecting on your experience and communicating future needs.

