

Scenario Objectives

For each of the scenarios, we have provided three overarching objectives that are embedded in the materials. These objectives are combined with the specific data literacy skills and knowledge to create rich opportunities for teaching, learning, and assessment.

Formative Assessment

- Understand the need to examine individual student learning and the learning of groups of students. Examine student understanding and misconceptions tied to specific items and standards.
- Demonstrate an understanding of the need to examine item distractors and keys to identify learning strengths and weaknesses to translate outcomes into actionable instructional steps. Demonstrate the knowledge that it is important to drill down beyond a simple right/wrong distinction to understand what students know or do not know to help surface the “why” and what to do about it.
- Understand how the results can inform the transformation of instruction for the class, groups of students, and individual students based on the matrix of responses to each item and all the items.

Summative Assessment

- Understand school-level performance relative to other schools.
- Understand the role that annual assessment data have on informing instruction and other sorts of decisions, such as curriculum planning, professional development planning, and the provision for special services.
- Understand how to examine how different students and different groups of students performed.

Early Warning Indicator

- Understand and appreciate the value of research on the context to inform about a problem of practice in a district, school, or classroom.
- Appreciate that there is more to data than only student performance results; non-cognitive data can be helpful in providing a more comprehensive understanding of students.
- Recognize the importance of triangulating diverse and disparate sources of data to address a problem of practice and shed light on possible solutions.

Workplace Decisions

- Recognize that there are many different kinds of data, not just student performance data in education.
- Recognize that there is more than a narrow focus on just one’s own classroom, but that there is a larger context in which to situate decision making.
- Understand the need to vet the credibility of data and data sources for accuracy, relevance, and timeliness.