

Alphaboxes

Open up your flipbook to the first tab. Think about what data means to you. Record your thoughts on the alphaboxes by the letter. For example, in the D box, you could put data.

AlphaBoxes

A	B	C	D data
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	WX	YZ



Dealing with the Data Drama: Making Data Work For You

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Data: The Four Letter Word

- Why has the word data become a “four-letter word” in the world of education?
- What did you think of when asked what data means to you?
 - Alphaboxes



Feeling overwhelmed by data?

Ever feel like Lucy and Ethel?



How do we keep it all together?

- Twitter Data

- This data provides a “140 character snippet” of your students, but doesn’t necessarily go in the driver’s seat.
 - Interest Inventory
 - Standardized Test scores
- Read it, file it



- Instagram Data

- This data gives you a “#snapshot” about your students and drives small group instruction.
 - MAP data (with Des Cartes)
 - Fountas and Pinnell, running records



- Facebook Data

- This is your student’s WHOLE data “wall full of photo albums and status updates” and drives the majority of your instruction, re-assessment, enrichment, and one-on-one.

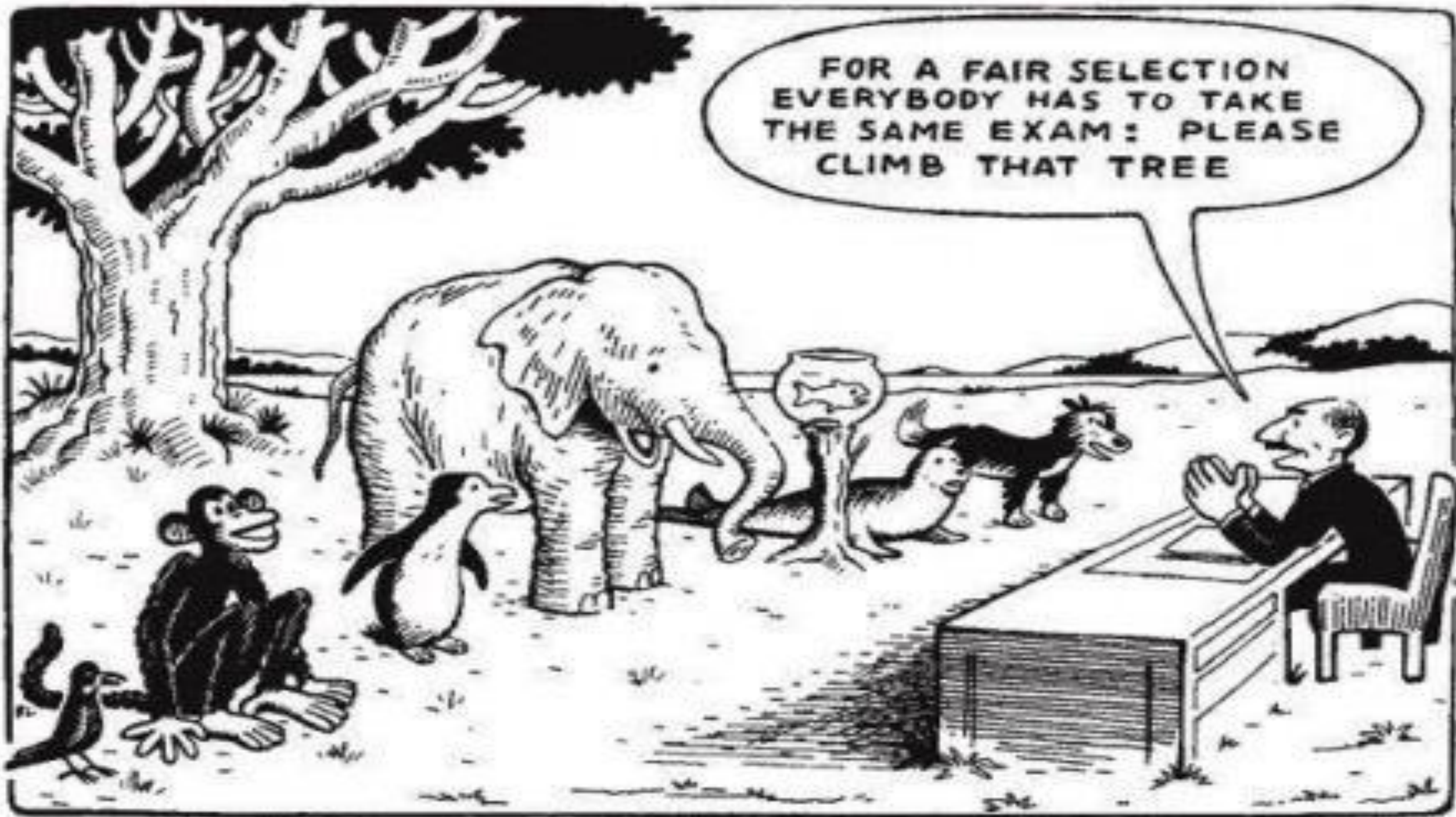


facebook®

- Daily Informal Assessments
 - Misconception: Assessment is not about a Friday spelling test or a math unit test. Assessment doesn't always result in a score for the gradebook.
 - Exit slips, teacher observation with checklist, rubrics, engagement inventories, sweeps, portfolio pieces, blog entries, project progress, station activities
- Scored Assessments
 - Yes, sometimes you do have to give a quiz or a test – but they don't have to always be paper and pencil.
 - portfolios, project products, technology pieces
- Conferencing
 - Get them talking!
 - One-on-one or small group, literature circle/book club talks, math problematic task discussions, debates, goal setting
 - Record/video their conversations – you can go back and review to gain valuable information!



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Ready for a quiz?



<https://play.kahoot.it/#/?quizId=81c56067-927a-493d-b31b-c2b4dd137e16>



Why do we assess?

- **Think:** Why do you assess your students?
- **Pair:** Why do OTHERS assess their students?
- **Share:** What did you learn about assessment from discussion?



Why do we assess?

- Provides a clear picture of your students
- Ensures **measurable** growth
- Quantitative evidence of student learning
- Provides accountability for all stakeholders
- Your students' unique needs



The Bottom Line:
Data and Instruction are BFF's!



NOW, WHAT?

What do we do with all of the data?

How do you **use** the different types of data in your classroom?



Tabletop Twitter

#data

#instruction

#assessment



What does all of this look like?

- Travel around the room and check out the different stations that have examples of what we've discussed today. Use the "Now, What?" tab of your flip book to write ideas and questions.
- While you're circling, take a minute to stop at the "Post-It Parking Lot" and add any questions, comments, etc. for a discussion.



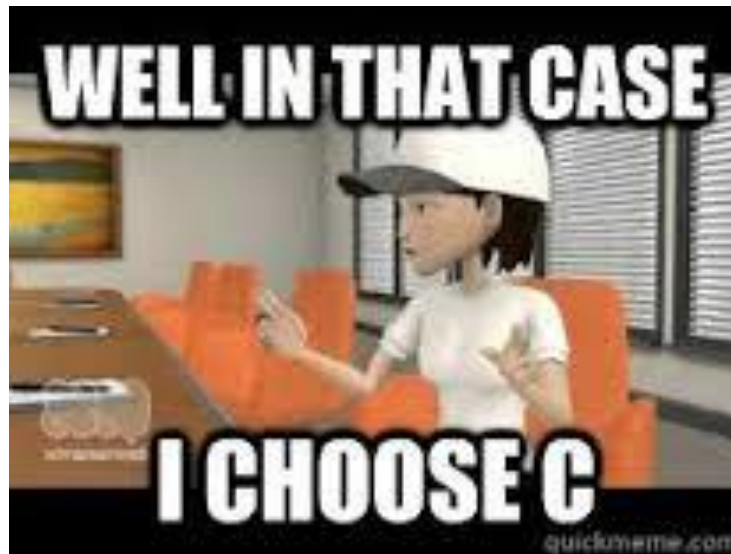
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- Livebinder - <http://www.livebinders.com/play/play?id=1375606>
 - Key: FMU2014SummerInstitute



One last thing...

Why do we need to use a variety of assessments to gain data in order to drive our instruction?



<http://www.youtube.com/watch?v=dY2mRM4i6tY&feature=kp>

