

## Standards to Results: Using Data to Inform Instruction

- Standards ~ Lincoln Learning Expectations
- Key Outcome ~ Common Assessments
- Criteria for Success ~ Scoring Assessments
- Analyzing Class Data
- Setting Goals
- Focused Instruction
- Re-assessing Results

## Lincoln Learning Expectations

MASS  
STANDARD

- BIG IDEAS
- KEY OUTCOMES
- ESSENTIAL KNOWLEDGE  
and SKILLS

## Lincoln Learning Expectations English Language Arts

- [www.lincnet.org](http://www.lincnet.org)  
Grade 3 Composition Standards
- Key Outcomes:  
Basis for Common Assessment

## Common Assessments

- Provide a degree of consistency
- Represent common, agreed-upon expectations
- Align with Standards and Key Outcomes
- Help identify effective practices for replication
- Make data collection possible

*~ The Leadership and Learning Center*

*"Common Assessments require discussion, debate, and dialogue among peers about the heart of their business."*

*- Stephen White, Beyond the Numbers*

## Data from Assessments

- Formative – assessment *for* learning
- Summative – assessment *of* learning
- Value of Analysis

The value of data emerges only when analysis provides insights that direct decisions for students.”

– Stephen White, *Beyond the Numbers*

## Common Assessment: Grade 3 Writing

**Key Outcome:** Students will demonstrate an understanding of how a text organization affects its meaning by purposefully arranging ideas in written work.

**Task Prompt:** Tell about an occasion when you did something for the first time.

**Criteria for Success:** Craft and Conventions

**Scoring Scale:** 4 – 3 – 2 – 1

## Scoring Assessments

- Rubric: definition and example
- Sample gr. 3 writing
- Score for one criteria
- Discuss scores; align expectations

## Writing: Class Scoring Grid

Gr.3 Ms. S.	Craft					Conventions	
	Idea Development	Organization	Sentence Fluency	Word Choice	Voice	Spell and Gram	Punc and Caps
#1	3	3	3	4	2	1	3
#2	3	2	2	3	2	3	2
#3	4	2	3	3	2	2	2
#4	2	1	1	1	1	2	2
#5	3	2	2	2	2	3	3
....							
#20							

## Setting Goals for Instruction

### SMART goals

Specific, Measureable, Achievable,  
Relevant, Timely

#### Grade 3 Writing Goal:

All students scoring less than proficient on organization *subskill* will demonstrate a measured increase in proficiency as demonstrated on a writing sample in six weeks.

## Re-Assessing Results

- Focused task to assess specific skill
- Collect and analysis new data from assessment.
- Decide on next steps for individual or groups of students.