



Video

FULL DETAILS AND TRANSCRIPT

## Data Boards Help Students Set Learning Goals (Part 2)

Jacob Hiatt Magnet School, Massachusetts • April 2010

Topic: Using Student Achievement Data to Support Instructional Decision Making

Practice: Student Use of Data

### Highlights

- Sixth-grade teacher Ann Ruchala models a conversation with one of her students.
- Together they review his previous scores on the benchmark assessment, Measures of Academic progress (MAP).
- The student decides his goal and records it on the Student Goal Setting Form and looks at the data board to determine where his goal would place his car.

### About the Site

Jacob Hiatt Magnet School

Worcester, MA

### Demographics

50% Hispanic

24% White

19% Black

3% Asian

67% Free or Reduced-Price Lunch

Jacob Hiatt's nearly eight-hour expanded school day has led to visible student academic growth. Its 2009 scores showed Adequate Yearly Progress in all subjects for the first time since 2002. The pillars of the school day redesign approach taken by the school include:

- Implementation of school day redesign based on student assessment data,
- Individualizing and differentiating instruction based on student needs,
- Incorporating enrichment activities in academically classes,
- Facilitating collaborative planning meetings for teachers and program instructors,
- Fostering partnerships with local groups and organizations to provide extracurricular opportunities and resources.

## Full Transcript

On-screen text: Ann Ruchala, a sixth-grade teacher at Jacob Hiatt Magnet School, models a conversation with one of her students about data.

On-screen text: Together, they consider his growth over the school year. She then helps him set a new goal.

Ann Ruchala (teacher): Brandon, one of the things that we are going to take a look at today is your student goal-setting worksheet. And next Tuesday, as you know, we are going to take the English Language Arts MAP [Measures of Academic Progress] testing. And I want you to take a look at your RIT\* scores from the fall of 2009, and you set yourself a goal to hit 220 for the winter. When you took the reading MAP testing scores, you end up having a 221, which was great. So you had a bonus of three points, which is a great change.

Now, one of the things we are going to take a look at is where you should be at the end of the year for sixth grade. We are probably looking at anywhere a RIT score of about 215, anywhere between 216 and 215.

Now, you are already above that with the winter score and with the fall score. So this helped you in your differentiated groups in reading. And we are trying to challenge you to read at a higher level, comprehend at the higher level. So with that in mind, I would like you to start thinking of where you started with, from a 218 to a 221, and where do you think you would be like to be next week towards the end of the year.

Brandon (student): I would probably like to change one up because I am already probably a little bit above the average score for a sixth grader. So I would like to get 222 and maybe move up in the group.

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\* RIT stands for Rasch Unit, which is a unit of measure that uses individual item difficulty values to estimate student achievement. RIT scores create an equal interval scale. Equal interval means that the difference between scores is the same regardless of whether a student is at the top, bottom or middle of the RIT scale, and it has the same meaning regardless of grade level.

Ruchala: Move up just the one point. Now, if we take a look at the winter score predictor, you had a 221, which placed you for reading in the advanced predictor for MCAS [Massachusetts Comprehensive Assessment System]. Now, if we take a look at your spring RIT score for MCAS predictor, in reading we are looking at maybe 233. Now, are you still thinking of going up that one point or do you think you want to—because now, at this point, the spring, a 221 would probably land you somewhere between proficient and advanced, where this one probably more of a proficient. So what do you think? I want you to make that decision.

Brandon: I think I could actually move up two because—

Ruchala: Okay. You have done very well.

Brandon: And then I could probably (again more) advance probably closer to advanced and get maybe closer to a guided reading group at the highest level.

Ruchala: At the highest level, okay. Let's take a look at the reading success board. Let's take a look at your reading, the RIT score for where your race car is. Can you show me where your race car is?

Brandon: This one right here.

Ruchala: Okay. So right now, you are falling almost in between the 220 and the 230 mark, almost even closer to 225, and you had a 221. So you are right where you needed to be. What I would like to do right now is take a look at where you started with the beginning of the year. So at the beginning of the year, you were right before the 220; you were at a 218. So you have made some progress down the race track. And you just told me that you would like to maybe set a goal for yourself of one or two points. So what are you thinking more of?

Brandon: Yeah, I think the one or two points is very good, then I could move up probably like about right here. Then I will be closer to the finishing line.

Ruchala: Right here was your reading score for the winter of 2010. It had changed by three points. In order to set your goal for the spring 2010, here is where your goal will be: "I will try to do my best to raise my score by—"

Brandon: Two points.

Ruchala: Two points, okay. So we'll put the two points here. When we take our actual test next week, next Tuesday, you will put your score right here and we will also get a new Lexile range and we will see if that has progressed not only from the winter but also the fall. And we will see if that's gone up. We will see where you have made progress within genres or strands, what your strengths and weaknesses are as far as nonfiction, expository text, fiction, etc., vocabulary. Do you have any questions about them?