**DBDM Module Pre/Post Assessment**

District: School:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For each scenario, does the action taken by the educator(s) establish an effective collaborative process for collecting data?**

**Mark yes or no.**

1. Mrs. Smith, Mr. Afshar, and Ms. Grange meet frequently to discuss what they are doing in their 1st, 3rd, and 4th grade classrooms. Collaborative discussions focus on sharing thoughts and opinions about learning difficulties they believe students are having. These teachers feel confident that their approach is an effective way to advance student learning.

Yes

No

1. Dr. Gomez, superintendent of the Randville School District, made certain that special funds were allocated to hire additional substitutes on a bimonthly basis. These substitutes would be designated to cover classes for staff during their data team meetings.

Yes

No

1. Ridgeland High’s math team uses an agenda that outlines specific goals, questions, and items to discuss when meeting to analyze data from common formative assessments. Each member of the team has a defined role such as facilitator, time keeper, data collector and recorder.

Yes

No

1. The ELA teachers at Brookview Middle School use Google Drive to share and store their upcoming team meeting agendas, student data, and past team meeting minutes. Once they have reviewed the data prior to the meeting, each member leaves a comment indicating they have done so.

Yes

No

1. The kindergarten team at Sunrise Primary School prides themselves in bringing a wide variety of work samples to their data team meetings. They not only look at reading, writing, and math work, but also peruse students’ art work in order to see the “whole” child.

Yes

No

1. Mr. Bern has volunteered to be the data collector for the City View School District’s physical education data team. He sends out reminders to team members before each team meeting about reviewing data and suggests the best way to organize assessment results for easier data analysis. He then checks to make sure that each team member has shared their current common assessment data in the team’s Google Drive folder prior to the meeting.

Yes

No

**For each scenario, does the team or team member effectively work to implement a process for examining and interpreting data?**

**Mark yes or no.**

1. The Sumner High School foreign language team members peruse common data prior to each of their data team meetings. Data meetings begin by reviewing the meeting goal, team norms, and the agenda. Next, team members record common ideas, challenges, and proposed solutions. They end with an instructional action plan. These steps are followed each time the team meets.

Yes

No

1. Second grade teacher, Miss Wood, discovered that many students were writing numbers backwards as she reviewed the common assessment for subtraction with regrouping. She made a note to suggest to her data team that working on writing numbers correctly should be the focus of their team’s effort at the next meeting.

Yes

No

1. When the Corwin Middle School 8th grade science teachers met to review end of unit assessments, their team not only reviewed assessment data, but took a careful look at how they taught the lessons on energy and force. They then discussed where in their lessons they thought breakdowns in learning occurred and why before developing their instructional action plan.

Yes

No

**For each scenario, will the team’s actions result in a plan that will effectively advance student learning?**

**Mark yes or no.**

1. Mrs. Wade designed a template for her third grade data team to use when developing an instructional action plan. It includes spaces to state the specific learning goal and the type of student work that will be used as evidence that learning has taken place. She also included a place to describe the design of lessons that will be implemented to incorporate the changes to instruction believed necessary to attain the learning goal. The template also requires that specific information be recorded about how and when these can you lessons will be delivered. The final section includes follow up steps. A method to examine and analyze the impact of the instructional change must be described in the plan.

Yes

No

1. After collecting and carefully analyzing student work and assessments, the art teachers from Lakefield School make an instructional action plan. Their plan includes the learning goal of improving student understanding of basic geometric shapes. Also included in their plan was for art teachers to provide a rubric to students at the beginning of each project.

Yes

No

1. A data team, comprised of middle school music teachers from several small districts, met to review common performance assessments. After collecting and analyzing data, the team felt they had developed a comprehensive instructional action plan. This is their plan: *Learning goal: Students will read and perform a short song/piece using effective expression and characteristic timbre Lessons will be developed and implemented that encourage peer collaboration through the use of cooperative learning structures. Each teacher will have at least one of their lessons videotaped.*

Yes

No

**For each scenario, does the team or team member effectively promote the use of data to drive and adjust instruction?**

**Mark yes or no.**

1. After an instructional intervention, Brentwood High’s social studies data team reflected on these questions at their data team meeting to look more deeply at the data collected during the intervention:
2. How does the evidence of student learning address the learning goal?
3. What does the data tell us? What does it not tell us?
4. Did the intervention make a difference? What are the indications of success?
5. What are the problems of practice suggested by the data?
6. What are the key conclusions?

Yes

No

1. The ninth grade biology teachers hold conferences with their students following unit assessments. They ask their students these questions:
2. What test items were easiest for you?
3. What took place in class that helped you be successful on these items?
4. What items were most difficult?
5. What could have been done differently in class to have given you a better understanding of those concepts/skills?

The teachers then meet with their team and develop a plan to make adjustments to their instruction based on analysis of the assessment data and student responses from the conferences.

Yes

No

1. Warner Elementary has implemented data-based decision making at their school this year. Collaborative grade level teams meet twice a week to review common assessment data. The process they use includes gathering student data and analyzing it both individually and as a team. The team then designs and implements a plan for an instructional change based on the data. A new learning target is then the focus of the next data meeting.

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