Data Cycle Report

NOTES:
- The information recorded within this report will replace the Weekly Meeting Logs we have completed in the past.
- As teams meet to complete the data cycle process, different portions of the following report should be completed. There is room in the far left column of each section to document the date that aspect of the data cycle was completed.
- Data cycles should center around one, possibly two, priority standards and could take two-six weeks (roughly) to complete.
- When it is appropriate to reference a document below, such as a pre- or mid-assessment, please place a copy of that document in your Google Drive and link to it in the report below. Any file type can be dragged into Drive and then linked by selecting the file and clicking on the link icon (Get shareable link) from the top of the Drive window. Once you have copied the link, highlight the text you added to the report below and select the link icon in the toolbar. The link can then be pasted into the dialogue box that appears; click "Apply" to activate the link. This will turn your selected text into a hyperlink. *Be sure to set your file permissions to allow anyone at Fulton Public Schools who has your link to view your document.*

Data Cycle Participants:	Course Title:	Students' Grade Level:
■■■■■■	Earth Science	9th

COROLLARY QUESTION #1 - WHAT DO WE WANT STUDENTS TO KNOW AND/OR DO?

Priority Standard(s) - List below the priority standard(s) that will be assessed in this cycle and explain why you chose to assess it in this particular unit. You may use a shortened version of the standard (please consider using the student-friendly "I can" learning target), but please include more than just the coding number for your standard (W.III.A.1.2).	
(replace this text with the date priority standards were selected)	**Data Team Selected Priority Standards:** I can determine weather and how a weather station predicts weather I can use a weather station model to interpret weather information.
Data - Include below a link to your pre- or mid-assessment (and scoring guide if appropriate) that you are using for data	

collection. If your assessment is not a paper/project type of assignment, feel free to describe your assessment and how you are scoring it. You may fill in the information in the box below or you may type the description in a document and link to it. Details regarding linking to files are provided in the "Notes" section above.

2/24/2021	**Pre- or Mid-Assessment:** This Mid- Assessment was in a lab form. We had completed the information and worked in groups with the examples of weather station models to determine how they are used for weather assessment.

COROLLARY QUESTION #2 - HOW WILL WE KNOW IF THEY LEARN IT?

Raw Data - Upload the data you received from your pre- or mid-assessment. You may create a document and create a table with scores. INCLUDE: student names, scores, and your cut-off scores for proficient, close to proficient, far but likely, and intervention required.

	Data from Pre- or Mid-Assessment: https://docs.google.com/document/d/1_tU7vJPVYOO2B6LJ84z8r_gm6jOaEmoPwE-_xdwQvxk/edit

Summarize Data - Calculate the percentage of students in each category below.

Proficient	Close to Proficient	Far But Likely	Intervention Required
__14_____%	___32_____%	__13_____%	_____41___%

Create a SMART Goal - Using the data above, create your data cycle goal—in other words, by the end of instruction for this priority standard how do you want your data to change? The basic suggested formula is % proficient at summative = sum of percent of proficient, close but likely, and far but likely from the pre-/mid- assessment. As a teacher you know your standards, their difficulty level, etc. You are **not** required to use this formula, but if you are looking for a place to start consider those values.

__14____% of proficient will increase to __60____%	

Identify Misconceptions/Errors - In the cell below, identify and list the common misconceptions or errors that students are making based on your data analysis.

COROLLARY QUESTION #3 - WHAT DO WE DO IF THEY DON'T LEARN?

What does the data tell you? - Link to a document or type your response to your data in the cell below. Here are some suggestions of what you might want to include: What instructional strategies could you add to help with these concepts? Are the students on track with where you would expect them to be at this point in the unit/learning? What adjustments, if any, do you need to make to your unit plan? What formative assessments do you need to add or change? What activities or plans do you have for the students in the "intervention required" group? What ideas has your data team offered that may help improve learning (even if you are a singleton and your team is not collecting data with you)? How does this affect additional information you will be providing for the priority standard?

4/1/2021	This was an expansion topic that freshmen may not have seen before. They did well with the initial concept and then with the redo for 2nd attempt. You can see in most cases the percent stayed the say or went up to the final assessment. I think by the end they had a very good grasp of what was needed.

Retakes - Link to a document or type a response below that provides the requirements for student retakes and explains how students will demonstrate that they have increased their learning before retaking the assessment. Include your time frame for retakes.

Requirements for Retakes:
For retakes, students must complete all the work for the Unit and meet with me for a verbal quizzing of the material.

Timeframe for Retakes:
I like this process to be done in a 2 week period following the first test. Sometimes this gets extended but retakes are allowed for the quarter, per Admin instruction.

COROLLARY QUESTION #4 - WHAT WILL WE DO IF THEY ALREADY KNOW IT?	
What do you offer for enrichment or extension? (Keep in mind that this may not apply to you, but if you do have something in mind it may be helpful to record or link to those resources here so that next year you already have some ideas to build upon.)	
4/1/2021	**Enrichment:** Enrichment is needed in some cases and is usually an individual project or deals with AR in my classroom.

COROLLARY QUESTIONS #1, 2, 3 (AND POSSIBLY 4)	
Please link or describe your post-assessment in the cell below.	
3/2/2021	**Assessment -** The assessment was the Unit test. I used the questions of the station model to get the final data. https://forms.gle/nyEB4FgRXqzkYTLi9
Raw Data - Upload the data you received from your post-assessment below. You may create a document and create a table with scores. INCLUDE: student names, scores, your cut-off scores for proficient, close to proficient, far but likely, and intervention required.	
4/1/2021	**Data from Post-Assessment:** https://docs.google.com/document/d/1_tU7vJPVYOO2B6LJ84z8r_gm6jOaEmoPwE-_xdwQvxk/edit
Summarize Data - Calculate the percentage of students in each category below.	

Proficient	Close to Proficient	Far But Likely	Intervention Required

_77_____%	___23_____%	___0_____%	___0_____%

4/1/2021	**What is your percentage of students scoring in the proficient category? ____77_____.** **Did you meet your SMART goal?** ❏ Yes

Write reflection responses to the following questions:
What instructional strategies worked best for you/your team?
What have you as a team learned?
What would you/your team do differently in the future as a result of your data collection?
Did you learn from the retake process anything that would be helpful when you are teaching these concepts during the main unit next time? (Did you have success with an intervention teaching strategy or activity that would be helpful for all students or is there a formative assessment that you feel you should add or change to catch any issues before students take the summative?)

4/1/2021	**Reflection: I think this lesson went very well and the students learned well from it. It was a lab and test over ¾ of the unit and carried well through the entire topic.**