



Protocol for Online Reporting System Data

Purpose: To use the WA Comprehensive Assessment Program Online Reporting System & SBAC Resources identify a Problem of Instructional Practice and embarking on the Cycle of Inquiry .

Initial Coaching Questions:

How do I get access to your WACAP (WA Comprehensive Assessment Program) and ORS (Online Reporting System) district level data?

STEP 1. ACCESS BIG PICTURE OVERVIEW of your data from the Online reporting systems (ORS): <http://wa.portal.airast.org>

- o Login to the Washington Comprehensive Assessment Program
- o Then click into Online Reporting System (I did not see this icon)
- o Click “score reports”
 - Go to smarter summative (use arrow/drop down menu)
 - Goes to landing page with all summative results
 - Click on the percentage of a grade level and it will take you to the state/school/teacher scores
 - Look for drop down menu that says ALL. This menu allows you to disaggregate data to ask if there is a particular sub-group of students who are struggling. This links to your Student Growth Goals 3.1 (go to TPEP website - insert address) and to AWSP Growth Goal of 3.5 and 8 – Closing the Gap (go to AWSP website – insert address here).

LINKS TO WSLA curriculum: WHY CHANGE? <http://waleadershipacademy.org/curriculum/>

STEP 1 ESSENTIAL QUESTIONS:

What are areas of strength for your district, school, grade level and what needs to be celebrated?

When you disaggregate scores how are your sub-groups doing compared to the state and/or the district?

Is there any particular sub-group of students who seem to be struggling?

What are other observations/questions/aha’s at this big overview level?

STEP 2 Click on the magnifying glass of your chosen school or disaggregated group and click on subject for a drop down menu and choose **CLAIMS**.

LINKS TO WSLA curriculum: Focus on Learning; Building clear and collaborative relationships THROUGH THE ESSENTIAL QUESTIONS <http://waleadershipacademy.org/curriculum/>

STEP 2 ESSENTIAL QUESTIONS:

What do you notice about that sub group of students when you drill down into the **CLAIMS**? (ELA Claims = reading, writing, listening, and research/inquiry. Math Claims = Operations and Concepts, Problem Solving/Modelling/Data, and Communicating Reasoning.)

What Claims suggest areas for Celebration?

Are there any particular Claims that are weak for these students? When you share with other grade levels, is there a trend for a common weaker Claim?

If Writing is a weak Claim, ask yourselves is if you are using a schoolwide writing rubric for full write and for brief write. Are you using the SBAC full and brief write writing rubrics or at least one that aligns with SBAC? Are students evaluating their own and others' writing using the rubrics?
<http://www.smarterbalanced.org>

What sub-group and Claim might suggest a 3.1 Student Growth Goal (sub-group)? 6.1 Student Growth Goal (whole class)? 8.1 Collaborative Team Goal? How can our MAP/DIBELs/other evidence inform our next instructional decisions/moves?

What are other observations/questions/aha's at the CLAIM level?

STEP 3. Click on the magnifying glass of your chosen school or disaggregated group and click on subject for a drop down menu and this time choose **TARGETS**. (Unlike Claims, Targets on the SBAC Summative cannot be disaggregated but reflect ALL students. The SBAC Interim Block Assessments, however, do take Targets to the individual student level.)

STEP 3 ESSENTIAL QUESTIONS:

What do you notice about strengths or weaknesses when you drill down into the TARGETS?

What Targets have green plusses and should be celebrated?

What Targets have minuses and should be examined further?

What do you notice or wonder about when comparing the two columns? (strengths and weaknesses of Targets when compared to how students did overall vs. when compared to proficiency)

Are there any particular targets that appear weak? When you share with other grade levels, is there a trend for a common weaker Target?

What Target(s) might suggest a 3.1 Student Growth Goal (sub-group)? 6.1 Student Growth Goal (whole class)? 8.1 Collaborative Team Goal?

What are other observations/questions/aha's at the TARGET level?

STEP 4. Practice clicking on the magnifying glass and clicking on teacher and student to access **results for individual teachers or individual students**. For some sub-groups of students you may want to print off their individual reports and organize by Level 1 and 2.

STEP 4 ESSENTIAL QUESTIONS:

How do you move these Level 1 students to Level 2? Level 2 to Level 3? Level 3 to Level 4? What on the SBAC Individual Report suggests next steps?

How do the SBAC data become more informed by other assessments such as NWEA MAPs?

If we examine Individual Reports of a sub-group of students (such as IEP or ELL students), what trends do we see as our next priority in our instructional decisions? For example, what math domain appears to be an area for focused instruction? What ELA Claim might be inhibiting these students' SBAC results?

STEP 5. Linking SBAC to the SBAC Blueprint and Item Specs to determine next Instructional move. Open up a new tab for smarterbalanced.org. At this website you will be able to access SBAC Blueprints and SBAC Item Specs. Click on Assessment at top of page. At the dropdown menu select Development and Design. BIG NOTE!!! You will see references in the ELA Item Specs where History/Social Studies and Science and other Technical subjects are responsible for claims such as Research and Inquiry.

Once you have identified your instructional **PROBLEM OF PRACTICE** according to any weak areas or any areas you think you can easily turn into plusses by spring, how do you get more detailed information about what to do next?

- a. In order to decode the SBAC Blueprints DOK column - **FIRST review DOK/Depth of Knowledge** using the Depth of Knowledge "wheel" and the DOK question stems. This is also a key to understanding SCALES of the Targets. (Make a link here to the DOK wheel and DOK question stems.)
<http://www.ode.state.or.us/teachlearn/subjects/socialscience/standards/depthofknowledgechart.pdf>
<http://moodle.wbrschools.net/mod/resource/view.php?id=5383>
- b. Dig into the **SBAC SUMMATIVE MATH/ELA BLUEPRINTS** at smarterbalanced.org to get more information.
- c. Ask questions such as, What IS the Depth of Knowledge required for this particular target and what type of question is it: computer Multiple Choice or Performance Task? How many questions do students have to answer? Where is our instruction strong? Absent? How do our instructional resources align or not?
- d. To get into specifics about the **Item Specs DESCRIPTION OF LEVEL 1 THRU 4 STUDENT BEHAVIORS SPECIFIC TO THAT TARGET** and to examine example questions that could be used for entry & exit tasks, again go to Smarterbalanced.org, click on Assessments & drop down menu and click on Design and Development to find item specs.

STEP 6. Problem of Practice and CYCLE OF INQUIRY ESSENTIAL QUESTIONS:

What do we know now about our next instructional decisions and move? What do we know now about what we should PLAN to do? What ACTION will we agree to take? When do we next get together to

STUDY if our instructional plan and ACTION made a difference for student growth and learning? How will we ADJUST our plan and instruction based upon what we learned?
How does this link to our Student Growth Goals? Our School Improvement/Indistar Plan?
<http://www.indistar.org>
How does this data link to our other Assessments such as NWEA MAPs or DIBELS or etc.?
WSLA link: Problem of Practice, Lead Coherent System-wide Support for Learning, Enhance Personal Leadership Skills, Build Clear and Collaborative Relationships
<http://waleadershipacademy.org/curriculum/> ; (Theory of Action examples)
<http://waleadershipacademy.org/year-2-examples/>