

The Who, What, and Why of Using Data with Students

Excerpt from Leaders of Their Own Learning

Table 3.1 The Who, What, and Why of Using Data with Students

What Do Teachers Do?	What Do Students Do?	What's the Result?
Create learning targets and aligned assessments—based on state and Common Core standards. Use learning targets to guide selection and analysis of data.	Explain the learning target in their own words, connect it back to the lesson and the work, and understand what success will look	Students and teachers have a shared vision of success.
Establish a culture of safety for looking at data, build excitement in the power of data, and develop students' data literacy. Establish class norms and the value of helping everyone meet his or her goals.	Make an effort to understand and practice the norms. Be helpful in supporting the goals of fellow students.	A foundation of safety is created for using data to improve student learning.
List relevant learning targets on classwork, admission and exit tickets, homework, and assessments.	Read and interpret learning targets and apply skills and knowledge from lessons to homework and	Teachers provide transparency and students understand what is expected of them.
Design lessons that explicitly demonstrate how to self-reflect on work (e.g., post-assessment reflections, item analysis, correction procedures).	Reflect on work and identify areas of strength and areas of potential growth as they relate to the	Students begin to see patterns in their work—they can identify strengths to capitalize on and areas in need of improvement.
Create learning target trackers for students that mirror elements of the grade book.	Honestly review their work, name level of proficiency, and date the	Students can see progress over time.
Model how to look for patterns in the collected data, including written work, math problems, and outcomes from standardized tests. Teach students to use forms or digital tools to keep track of their data.	Analyze data to assess current level of performance.	Students quantify their work and are ready to set goals.
Instruct students on setting SMART goals.	Create goals based on data and an action plan.	Students own the process of goal setting and are accountable to their action plan.

Table 3.1 Continued

What Do Teachers Do?	What Do Students Do?	What's the Result?
Create multiple quality assessments (including those that mirror high-stakes tests) to determine student progress toward long-term targets.	Students show what they know and can do at multiple points in time, in multiple ways.	Students have several opportunities to show what they know while collecting several pieces of evidence toward the learning target.
Set up a system for collecting evidence, teach students how to use it, and make it accessible to the students.	Review work folders on a regular basis, identifying work that moves them toward mastery of learning targets as well as areas of need.	Students have access to the same body of work that teachers use in collecting and analyzing data.
Provide classroom time for students to work with data, reflect on goals and outcomes, and synthesize their work.	Identify the progress they have made over time and represent growth visually (e.g., charts, graphs).	Students have documentation of their progress, ready to be shared as part of student-led conferences, passage presentations, or other venues for sharing and celebrating progress.