• What do you notice about your data?
• How do you feel about your data and what are your worries?
• What is your plan for improvement?

Students shared their initial plans for improvement: “I’m going to underline more words”; “I’m going to read more in the summer.” Ricci enhanced the students’ plans through her teaching of specific strategies. “I decided to use my next two readers’ workshop sessions to focus on four stories from the baseline that they struggled with the most.” During these readers’ workshops, she continually brought the conversation back to what they had seen in the data and how they could use strategies to improve. The accompanying video, “Grade-Level Data Meeting with Third-Grade Teachers—Using Data with Students,” illustrates the connection between the team meeting with its collaborative insights and sharing the data with students.

Watch video: “Schoolwide Structures for Using Data”

Watch video: “Grade-Level Data Meeting with Third-Grade Teachers—Using Data with Students”

**WHAT TO EXPECT**

As with any new routine, using data with students will develop in classrooms along a continuum. Although it is very common for schools to analyze student achievement data (and to use it to tailor instruction), it is less common to bring that practice into the classroom and engage students in the process. Giving students the skills to understand data about their progress and set goals that will help them improve is a critical component of a student-engaged assessment system. Devoting time to developing students’ skills to work with data will be well worth it, evidenced in their increased investment in making progress toward their learning goals.

During the early phase of this work, teachers must gain comfort and experience using and speaking the language of data, setting up classroom cultures that are safe for students to explore and reflect on data, and establishing good structures for students to collect data. As the routines take hold and students gain comfort, teachers and students become partners in analyzing patterns, setting goals,
and monitoring growth. The relationship of this practice to the other components of student-engaged assessment is seamless, and parents become more involved with the data through structures such as student-led conferences or passage presentations when students naturally use data as evidence of their strengths and struggles.

We have identified some of the benchmarks that teachers and school leaders can expect at the beginning, intermediate, and advanced phases of using data with students.

**Beginning**
- School leaders and teachers collect and analyze student achievement data as well as data on progress toward state and Common Core standards, habits of work, and student engagement. Often a robust faculty practice of data collection and analysis leads to bringing data practices into the classroom to use with students.
- Teachers set up a data-safe classroom culture in which students have a growth mindset. They strive to personally improve, but don’t compete against each other.
- Students learn the language of data.
- Teachers build student confidence using data, giving them early wins with skills or behaviors that they can measure and improve. Often this is a collective effort.
- Teachers establish a system for collecting student work (e.g., in work folders).

**Intermediate**
- Teachers use a data-inquiry cycle to ensure that students are meeting state and Common Core standards. They continually assess student progress and adjust instruction. Students are included and involved in understanding their data and setting goals.
- Teachers develop tools, such as learning target trackers or error analysis forms, to assist students in collecting data. Whenever appropriate students are taught to use digital tools for data collection.
- Teachers and students share the responsibility for identifying what data to gather and analyze.
• A strong culture of safety and collaboration is in evidence.

• Results of data analysis not only support student pride and strength but also highlight areas of need that provide opportunities for reflection and goal setting.

• Students set goals based on individual or group work and have an established system and routine in place to track their progress. Students have access to the data about their progress.

• Student work folders or portfolios are dynamic classroom tools, used regularly to help students track their progress.

• Teachers and students mutually decide how and when to report data and growth to families, often during student-led conferences or passage presentations.

**Advanced**

• A comprehensive portfolio system enables students to house data about their progress and tell the story of their learning.

• Students are responsible for their own data analysis and share their findings with their teacher(s) and family.

• Student goals are specific and individual.

• Students are comfortable with and are expected to maintain their own work folders, portfolios, or digital data-collection systems.

• Data analysis is a daily or weekly routine.

• Student’s goals and action plans are written independently and critiqued by teachers.

• Students prepare data analysis and visualizations for an audience beyond themselves and their teacher (e.g., at passage presentations).

**COMMON CHALLENGES**

**Neglecting to Build a Safe, Skillful Environment for Data Analysis**

Culture counts. Students and teachers may be afraid of data, feeling that data may bring bad news, highlight problems, and be hard to understand. It is key that the