Leanna Brazel
Data Integration Assignment

The data being used is BOY NWEA Math K-2. Following the information below will be a copy of the data being used. To help enhance my lessons, I am able to see what specific standard a high percentage of my class is scoring low in. I try to spiral and implement that specific standard into my hook to grab more engagement on the content from the students. Depending on the percentage of students who scored within each standard will determine if I spiral in that content through just a few STEM lessons, or through a unit. The data shows that 35%, or 6 students, are below average for number and quantity. My focus turns towards spiraling those standards in more through my units. Addition equations and subtraction equations were next to be implemented in through lessons, as those standards were the next lowest. NWEA allows a teacher to dive deaper into which standards that students are missing. Looking at one example, we can see some area of focus for a specific instructional area. By looking at what my students are missing, I can use it to guide my objectives using Bloom's Taxonomy and Webb's Depth of Knowledge. I use Webb's to help pull those key vocabulary terms such as compare, contrast, design, to present my objective for my students. From there, I look towards Bloom's Taxonomy to guide my lesson and increase the rigor. Finally, the result from the enhanced lesson shows a higher DOK from students'. Thus, elevating a students learning to a deeper meaningful experience.

My opinion on using data in the classroom is that it is crucial for progession through both teaching and learning. I really connected with the article "*Hitting The Reset Button*" by Debra J. Dirksen, because of how the author explains the connection between video games and formative assessments. It makes sense that as educators we have to hit the reset button on our lessons before we can keep continuing on to the next level, or lesson. When students are provided a

second chance, or more, opporunitites to get something correct than we see a higher engagement levels. We also have to be more like chefs in a kitchen and make sure we're tasting our soup before it goes out. Using a formative assessments help classroom teachers know what changes they may need to make on their instruction. If after a unit majority of the class is showing low comrehension of the subject, it is imperative for the teacher to reflect and try new strategies to help their instruction. Student observations allow teachers to make more real-time changes to their instruction. This can enhance a lesson with immediate corrective feedback for both the teacher and the students. A formative assessment provides more of a broader look at their instruction and how effective it is over a period of time. Formative assessments can show gaps in content that the teacher may want to spiral in more.

The formative assessment NWEA provides a strong insight into specific standards that are being missed by students. It helps me see over a period of time the effectiveness of my instructions and guides my self-reflection for improving my instructional delivery. It also provides a lot of resources for grouping students more homogeneous during small group lessons to better enhance the students learning. The data can be used to guide the intended standards targets for STEM lessons, rather than daily lessons. STEM lessons are more engaging for students, since they are not done daily. The data will show which standards should be targetd more often and frequently.

The data can show areas of focus and areas of strength. A teacher wants to look for both to help make a lesson engaging and rigorous for students. Students enjoy lessons that have some similiarities of content they know, but also draws the curiosity of 'why' to ignite the desire to explore. Additionally, NWEA makes it accessible to see the break down by standard, which also helps support the progession on strengths. A teacher can see what students are ready for next and

can implement that strength sooner into their lessons through different content areas, before the curriculum will introduce the strategy. Reviewing the data also helps a teacher reflect on their own teaching. It helps me think about if my instruction, or belief of how teaching should happen is working with this group of students. Each group of students is different, so it's important as a teacher that my teaching style changes as well. NWEA helps direct me in the direction to change my instruction and in the direction I should continue to grow my instruction, as well as, my students growth through a more rigorous and conceptual thought process.

Overall, if data is going to be collected, than it needs to be used. Data is one of the most honest ways to drive instruction and learning in a direction of progression. It helps identify the individual needs of each student, as well as, helps the class move collective through units. It is also an essential tool to help self-reflect on ones own self and make changes that are necessary to help the success of others. Being able to deliver instruction is only useful if the one receiving it can understand in their language.

Class Report

Brazel, Leanna
Class: Kindergarten Math - Brazel - 2(A)

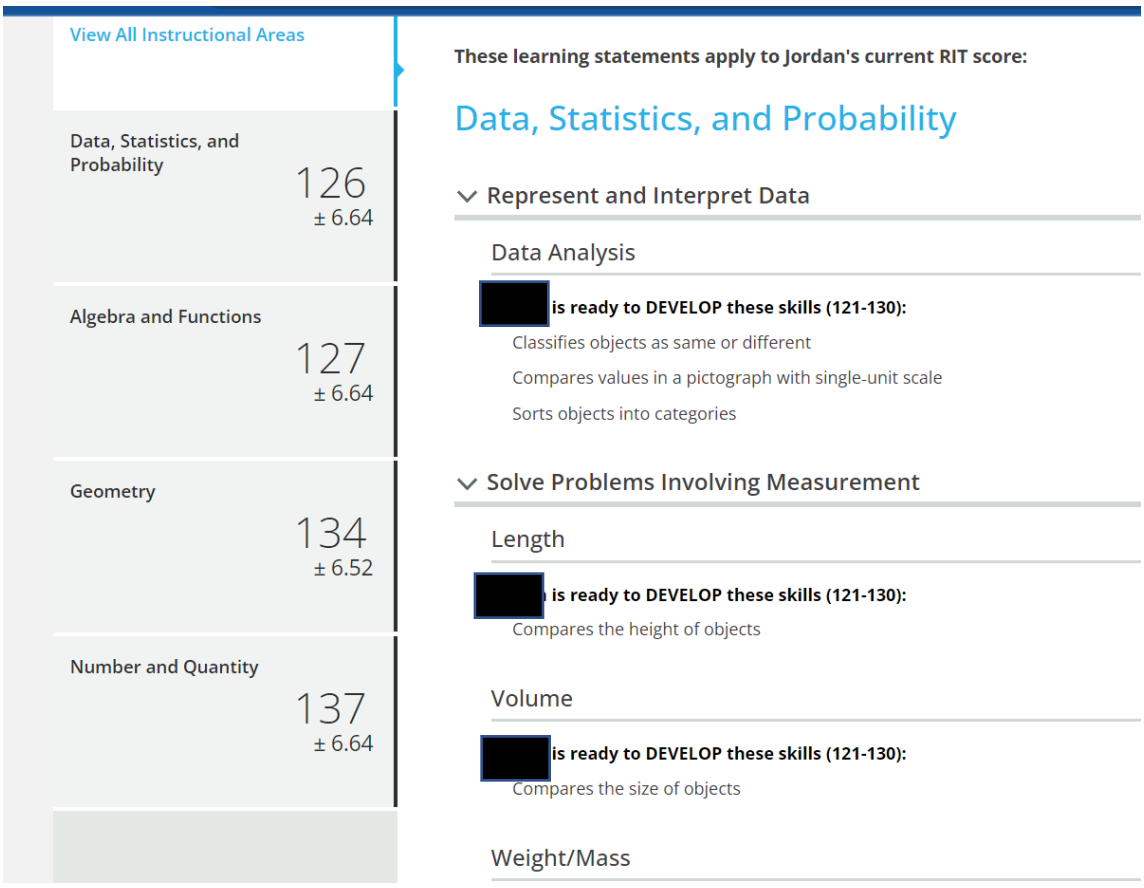
Term Rostered:	Fall 2022-2023	**Norms Reference Data:**	2020 Norms.
Term Tested:	Fall 2022-2023	**Weeks of Instruction:**	4 (Fall 2022)
District:	Alamosa RE-11J School District	**Small Group Display:**	No
School:	Alamosa Elementary K-2		

Math: Math K-12

Growth: Math K-2 CO 2020 / CO Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	17
Mean RIT Score	139.3
Median RIT	140
Standard Deviation	9.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	139.6
Students At or Above Grade-Level Mean RIT	9

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Growth: Math K-2 CO 2020 / CO Academic Standards Mathematics: 2020	1	6%	6	35%	4	24%	3	18%	3	18%	137-**139**-142	140	9.3
Instructional Area RIT Range													
Algebra and Functions	4	24%	4	24%	5	29%	2	12%	2	12%	133-**136**-139	141	12.1
Geometry	2	12%	3	18%	6	35%	4	24%	2	12%	138-**140**-143	140	9.5
Data, Statistics, and Probability	2	12%	1	6%	5	29%	7	41%	2	12%	140-**142**-145	145	9.9
Number and Quantity	3	18%	6	35%	4	24%	3	18%	1	6%	135-**138**-142	136	12.7



View All Instructional Areas

Data, Statistics, and Probability 126 ± 6.64

Algebra and Functions 127 ± 6.64

Geometry 134 ± 6.52

Number and Quantity 137 ± 6.64

These learning statements apply to Jordan's current RIT score:

Data, Statistics, and Probability

Represent and Interpret Data

Data Analysis

[redacted] is ready to DEVELOP these skills (121-130):

- Classifies objects as same or different
- Compares values in a pictograph with single-unit scale
- Sorts objects into categories

Solve Problems Involving Measurement

Length

[redacted] is ready to DEVELOP these skills (121-130):

- Compares the height of objects

Volume

[redacted] is ready to DEVELOP these skills (121-130):

- Compares the size of objects

Weight/Mass