Thank God we have all this data. I wouldn't have a clue what to teach without it...
said no teacher ever.
someecards user card
From “Drowning In” to “Diving Into” the Data

Annie Reuter
First Grade Teacher
St. Clement School, Cincinnati, OH
WHAT ARE DATA TEAMS?

- “A combination of student scores, teaching strategies, and leadership support to make the best instructional decisions” –Douglas Reeves
- Structured collaboration and effective use of data
- Track class proficiency and overall school growth from year to year
- Track individual progress of students in one area across grade levels
- Show students’ understanding/mastery of specific standards
  - Great connection to using standards based grading
- 3 typical variations
  - District level
  - Building level
  - Instructional/teacher level
CREATING A DATA TEAM

WHY?

- Noticing a common area of weakness across grade-levels
- Desire for more cohesive teaching across grade-levels
- Helpful tool to achieve OCSAA goals
- Used with any subject
- At St. Clement:
  - 4 years ago, teachers and administration were noticing low writing scores across all grade levels – in the classroom and on standardized tests
  - Created data teams to focus on improving students’ writing skills

HOW?

- Professional development days at the start of a new school year
  - Can send just team leaders or bring presenters to the school
- Many books and resources available to use as models
- At St. Clement:
  - Administrators and selected teachers attended professional development workshops
  - All staff receive The Data Teams Experience: A Guide For Effective Meetings when they begin teaching at the school
DATA TEAM ROLES

- In order to conduct meetings effectively and efficiently, teachers should each assume a specific role.

- Suggested roles:
  1. Data Team Leader
  2. Data Technician
  3. Data Wall Curator
  4. Recorder
  5. Timekeeper
  6. Focus Monitor
  7. Engaged Participant

- All teachers attend each meeting, are prepared with student scores and other necessary materials, and contribute to discussion (strategies, resources, reflections on teaching the units).

- St. Clement Instructional Teams:
  - Kindergarten & first grade
  - Second & third grade
  - Fourth & fifth grade
  - Sixth, seventh, & eighth grade

- The Building-level Team consists of 1 teacher from each instructional team (4 teachers total) and meets as necessary.

- Role of administration: involved as needed, receives updates from team leaders and data board.
MEETING SCHEDULE

Beginning of Year Meeting
- Decide roles
- Discuss first unit
- Select specific standard

Unit Meeting 1
- Discuss pre-assessment results
- Set class goals for proficiency on post-assessment
- Discuss strategies & resources for the unit

Meeting 2
- Discuss post-assessment results
- Determine if class goals were met
- Decide on next unit & standard to be taught

The cycle continues throughout the year with each unit being taught and frequent data team meetings

Instruction
- Independent practice
- Post-assessment
- Complete data chart

Pre-assessment
- Data chart
CONNECTION TO STANDARDS-BASED GRADING

- Instructional teams choose one specific standard to focus on teaching for each unit
  - Based on areas for student improvement by grade level
- At St. Clement: Writing & Math standards, in every grade
- Students’ understanding of the standard/skill is assessed and given a score between 1 and 4
  - Indication of “mastery”
  - Shows growth, even if not yet proficient
  - Class proficiency

While subjective, as long as it is done consistently across grade-level, it is an effective tool for measuring students’ understanding of a specific standard/skill.
USING DATA TEAMS TO INFORM TEACHING

Benefits:
- Common units being taught, even across grade-levels
- Common instructional strategies being used
- Same pre- and post-assessments given

St. Clement: Because of data teams, teachers place more of an emphasis on teaching Writing

Individual Writing and Math portfolios travel with students as they move through the grade levels – teachers can see strengths, weaknesses, and areas of growth over the years, by individual student and group/class

Student scores chart: used to track individual growth & progress
https://docs.google.com/document/d/16P6RsCsEWr9fboJvD-uah-dCaIRE_n2emUlaT_GXzts/edit?usp=sharing
MY EXPERIENCE: K-1 Team

WRITING
- Opinion
- Friendly Letter
- Conventions (grammar, capitalization, punctuation)
- How-To/Informative
- Narrative

MATH
- Place Value (tens & ones)
- Problem Solving (addition & subtraction)
- Shapes
- Fact mastery (addition & subtraction, up to 10)
Unit 1: Opinion Writing

- **Standard W.1.1** ➔ Write opinion in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.

- Pre- and post-assessments: Writing prompts, students given 2 activities to choose between

- Goals: [https://docs.google.com/document/d/11VwLzzYXDTVj1kJ_spQ0Cq80W-lsBb7xcJPfGc9XArM/edit?usp=sharing](https://docs.google.com/document/d/11VwLzzYXDTVj1kJ_spQ0Cq80W-lsBb7xcJPfGc9XArM/edit?usp=sharing)
Unit 3: Conventions of Writing

- *Standard L.1.2 ➔* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Foundation for all writing students will do

- Pre- and post-assessments: 5 dictation sentences, read aloud by teacher

- Rubric: https://docs.google.com/document/d/1vY00vdUmhUtdMwktszIv9o2PhbB9A-ThPcYKRkWhdo/edit?usp=sharing

- Data Chart: https://docs.google.com/spreadsheets/d/1tAXEAGiK5leuTQ-AT0jkm40eUEBPqELvhKVA3P-q4gQ/edit?usp=sharing
ST. CLEMENT:
K-1 MATH DATA TEAM

Unit 2: Problem Solving

- **Standard M.1.6.1**: Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart
- Emphasis on vocabulary used in addition and subtraction word problems
- Pre- & post-assessment:
  
  [https://docs.google.com/document/d/1x0KsGG-NUIKjL5TpN0dWeeAH4rhj-baOmW1ZqRN4kZU/edit?usp=sharing](https://docs.google.com/document/d/1x0KsGG-NUIKjL5TpN0dWeeAH4rhj-baOmW1ZqRN4kZU/edit?usp=sharing)

- Rubric:
  
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MY EXPERIENCE: 2-3 Meeting & Team Leaders Meeting

2nd-3rd Grade

- Expectations are clearly higher
  - More details
- Discussing how to distinguish between how-to & narrative
  - Emphasis on writing to a specific audience
- Similar Writing Units (personal narrative, letter, how-to, constructed response, fictional narrative)
- Continuing to notice weakness with grammar (i.e. capitalization & punctuation)

Data Team Leaders

- Discussed importance of cohesiveness in Math – all grades focus on computation standard?
  - Have a PD session on computation
  - Find other resources/strategies for teaching math facts
- Reminder of patience & perseverance
  - Took 2 years to get comfortable with using data teams in Writing
  - All grades focused on grammar at first – this continues to be a weakness
  - Can now expand to types of writing and still see consistency and growth across grade-levels
  - Continue to focus on teaching & assessing grammar as well

2nd-3rd Grade Data Team Leaders
RESOURCES

- The Data Teams Experience: A Guide for Effective Meetings, by Angela Peery
- Leaders Make It Happen: An Administrator’s Guide to Data Teams, by Brian A. McNulty and Laura Besser
- Date Teams 4 Learning: Training Manual, by The Leadership and Learning Center
- Data Board in teachers’ workroom at St. Clement
Unit 1

Opinion
What is your favorite thing to do?
-read a book  play outside

I like playing

And... outside

Its fun!

R!
# First Grade Opinion Common Core Writing Rubric

**Student Name:** [Redacted]  
**Date:** 9/10/19

<table>
<thead>
<tr>
<th>Opinion Writing Rubric</th>
<th>3 Meeting the Standard</th>
<th>2 Progressing Toward the Standard</th>
<th>1 Approaching the Standard</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Topic/Opinion</td>
<td>The student fully introduces their topic and states a clear opinion on the chosen topic.</td>
<td>The student introduces the topic they are writing about or gives their opinion on their chosen topic.</td>
<td>The student does not introduce the topic they are writing about and gives no opinion on the topic.</td>
<td>8/3</td>
</tr>
<tr>
<td>Reasons</td>
<td>The student gives 2 or more reasons to support their opinion.</td>
<td>The student gives 1 reason to support their opinion.</td>
<td>The student gives no reasons to support their opinion.</td>
<td>2</td>
</tr>
<tr>
<td>Grammar</td>
<td>The student makes 0-1 errors in punctuation and capitalization.</td>
<td>The student makes 2 errors in punctuation and capitalization.</td>
<td>The student makes 3 or more errors in punctuation &amp; capitalization</td>
<td>3</td>
</tr>
<tr>
<td>Closure</td>
<td>The student provides a sense of closure.</td>
<td>The student provides an unrelated sense of closure (i.e. the end).</td>
<td>The student does not provide any sense of closure.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

**Total Score:** 9.3/12
What is your favorite food to eat?
Write to tell what makes this your favorite food.

My favorite food is pizza because it's good and it's delicious.
And I like it because it has cheese.
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Teacher Comments: [Blank]

Total Score: 12/12
What is your favorite thing to do?

read a book  play outside

I think play outside is better because I like play with Lion for my play with best.

© My Heart Belongs in Kindergarten 2014
# First Grade Opinion Common Core Writing Rubric

**Student Name:**  
**Date:** 9/10/16

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**Teacher Comments:**  

**Total Score:** 11/12
Opinion Writing

Post-Assessment

What is your favorite food to eat?
Write to tell what makes this your favorite food.

My favorite food is... Because it's the best and everyone always eats it as the best.
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Teacher Comments: Total Score: 9/12
What is your favorite thing to do?
read a book  play outside
or

We get to go outside to scream and play, because we get to play and dance.
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**Date:** 9/10/19

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**Teacher Comments:**

**Total Score:** 7/12
Opinion Writing
Post-Assessment

What is your favorite food to eat?
Write to tell what makes this your favorite food.

My favorite food is halloween oreos because they have orange frosting and they are tastey. Halloween oreos are so so so tastey!
<table>
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</tr>
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**Teacher Comments:**

**Total Score:** **12/12**
Unit 2

Problem Solving
Addition and Subtraction Word Problem Solving

1. Tim has 6 books. Bill has 3 books. How many books do they have in all?  
   I used:  
   Addition  
   Subtraction

2. Mom makes 7 cupcakes. I eat 2 cupcakes. How many cupcakes are left?  
   I used:  
   Addition  
   Subtraction

3. Sam has 8 stickers. His brother has 4 stickers. How many more stickers does Sam have?  
   I used:  
   Addition  
   Subtraction

4. Fred scored 9 points in the game. Molly scored 5 points. How many points did they score together?  
   I used:  
   Addition  
   Subtraction
## Word Problem Data Team Rubric - Unit 2

M.1.6.1-Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart.

<table>
<thead>
<tr>
<th>Goals</th>
<th>1st word problem</th>
<th>2nd word problem</th>
<th>3rd word problem</th>
<th>4th word problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct first number in word problem</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Correct sign (+ or -)</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>Correct second number in word problem</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Equal sign</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circled the correct word (addition or subtraction)</td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

**Score**

| 3  | 3  | 3  | 3  | 5  |

\[\frac{14}{20} = 0.7\]
Addition and Subtraction Word Problem Solving (Post Assessment)

1. Mrs. Stephan has 9 paint brushes. Mr. Stephan has 6 paintbrushes. How many paint brushes do they have in all?
   
   \[9 + 6 = 15\]

2. Ms. Thornberry has 8 papers to grade. Mrs. Arias has 5 papers to grade. How many more papers does Mrs. Thornberry have?
   
   \[8 - 5 = 3\]

3. Ms. Schrand makes 7 chicken bacon clubs. Mrs. Strotman also makes 7 chicken bacon clubs. How many do they make altogether?
   
   \[7 + 7 = 14\]

4. Ms. Seger has 10 erasers. She loses 3 of them. How many erasers does she have left?
   
   \[10 - 3 = 7\]
Word Problem Data Team Rubric - Unit 2
M.1.6.1-Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart.

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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Score</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

\[ \frac{20}{20} = 4 \]
Addition and Subtraction Word Problem Solving

1. Tim has 6 books. Bill has 3 books. How many books do they have in all? I used: addition

   \[ 6 + 3 = 9 \]

   subtraction

2. Mom makes 7 cupcakes. I eat 2 cupcakes. How many cupcakes are left? I used: addition

   \[ 7 - 2 = 5 \]

   subtraction

3. Sam has 8 stickers. His brother has 4 stickers. How many more stickers does Sam have? I used: addition

   \[ 8 + 4 = 12 \]

   subtraction

4. Fred scored 9 points in the game. Molly scored 5 points. How many points did they score together? I used: addition

   \[ 9 + 5 = 14 \]

   subtraction
## Word Problem Data Team Rubric - Unit 2

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\[
\frac{13}{20} = 1
\]
Addition and Subtraction Word Problem Solving (Post Assessment)

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   I used: addition
   subtraction

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   I used: addition
   subtraction

   7 + 7 = 14

4. Ms. Seger has 10 erasers. She loses 3 of them. How many erasers does she have left?

   I used: addition
   subtraction

   10 - 3 = 7
Word Problem Data Team Rubric - Unit 2
M.1.6.1-Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart.

<table>
<thead>
<tr>
<th>Goals</th>
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<th>4th word problem</th>
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</thead>
<tbody>
<tr>
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<td>✓</td>
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<tr>
<td>Correct sign (+ or -)</td>
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<tr>
<td>Score</td>
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<td>5</td>
</tr>
</tbody>
</table>

\[ \text{\textcolor{red}{10}} \div \text{\textcolor{red}{20}} = \text{\textcolor{red}{2}} \]
1. Tim has 6 books. Bill has 3 books. How many books do they have in all?  

I used: addition

subtraction

2. Mom makes 7 cupcakes. I eat 2 cupcakes. How many cupcakes are left?  

I used: addition

subtraction

3. Sam has 8 stickers. His brother has 4 stickers. How many more stickers does Sam have?  

I used: addition

subtraction

4. Fred scored 9 points in the game. Molly scored 5 points. How many points did they score together?  

I used: addition

subtraction
Word Problem Data Team Rubric - Unit 2
M.1.6.1-Use addition and subtraction to solve word and numerical problems involving: taking away, putting together and taking apart.

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</tr>
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</table>

Score  

\[
\frac{18}{20} = 3
\]
Addition and Subtraction Word Problem Solving (Post Assessment)

1. Mrs. Stephan has 9 paint brushes. Mr. Stephan has 6 paintbrushes. How many paint brushes do they have in all?

\[ 9 + 6 = 15 \]

I used: \( \text{addition} \)

2. Ms. Thornberry has 8 papers to grade. Mrs. Arias has 5 papers to grade. How many more papers does Mrs. Thornberry have?

\[ 8 - 5 = 3 \]

I used: \( \text{subtraction} \)

3. Ms. Schrand makes 7 chicken bacon clubs. Mrs. Strotman also makes 7 chicken bacon clubs. How many do they make altogether?

\[ 7 + 7 = 14 \]

I used: \( \text{addition} \)

4. Ms. Seger has 10 erasers. She loses 3 of them. How many erasers does she have left?

\[ 10 - 3 = 7 \]

I used: \( \text{subtraction} \)
Word Problem Data Team Rubric - Unit 2
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</table>

Score: 5 5 5 5

\[
\frac{20}{20} = 4
\]
Unit 3

Conventions
Listen to each sentence. Write it on the line.

1. my mom likes to shop

2. we go here

3. we see her

4. if not

5. will you come with me?

Mechanics Score _____

Spelling Words Score _____

Overall Spelling _____

Handwriting Score _____
# Conventions of Writing Rubric

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>1st sentence</th>
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<td></td>
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<td></td>
<td>Spelled sight words correctly</td>
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</tr>
<tr>
<td></td>
<td>Used end punctuation</td>
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<td>$\frac{6}{25} = 1$</td>
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</table>
Listen to each sentence. Write it on the line.

1. I love my cat Max.

2. Can I read to my pet?

3. We live in Ohio.

4. Will we play on Friday?

5. She likes to shop at Tokyo.

Mechanics Score ____

Spelling Words Score ____

Overall Spelling ____

Handwriting Score ____
# Conventions of Writing Rubric

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<td>✓</td>
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</tbody>
</table>

**Work Habits**
- Handwriting is neat

| Score | 4 | 3 | 3 | 3 | 3 | 3 |

**Comments:**

\[
\frac{16}{25}=1
\]

Good improvement!
1. My mom and I like to shop.
2. We go to Kroger.
3. Where do you live?
4. I live in Ohio.
5. Will you eat skyline with me?

Mechanics Score

Spelling Words Score

Overall Spelling

Handwriting Score
## Conventions of Writing Rubric

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### Score

5 4 3 3 2

### Comments

\[\frac{17}{25} = 1\]
Listen to each sentence. Write it on the line.

1. I love my cat.

2. Can I read to my pet? cat

3. We live in Ohio.

4. Will we play on Friday?

5. She like to shop at Target.

Mechanics Score D

Spelling Words Score D

Overall Spelling C

Handwriting Score 80

Score 80
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</tbody>
</table>

**Comments:**

25/25 = 4

Amazing!
Listen to each sentence. Write it on the line.

1. Who had my mom date? 0

2. We both knit. 0

3. We found? 1

4. Birth Online. 3

5. I prefer to work outside? In the wish list? Why? 1

Mechanics Score ______

Spelling Words Score ______

Overall Spelling ______

Handwriting Score ______
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### Work Habits

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### Score

| 1 | 3 | 1 | 3 | 1 |

### Comments

\[ \frac{9}{25} = 1 \]
Listen to each sentence. Write it on the line.

1. I love my cat. Max

2. Can I read to my pet? (3)

3. We live in Quil (4)

4. Will we play fields? (5)

5. He likes to shop at Toott. She shop

Mechanics Score ______

Spelling Words Score ______

Overall Spelling ______

Handwriting Score ______
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