



# COMPASS: Data and Assessment Literacy for Teaching and Learning Overview

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# Welcome!

- Turn video on if you are able to
- All attendees are muted
- Introduce yourself in the chat:
  - Where are you from? What is your role?
- This presentation is being recorded.
- Today's materials: MDE's [COMPASS](#) page

# Land Acknowledgement

*The Department of Education respectfully acknowledges that the land now known as Minnesota is the ancestral homelands of the Dakota and Anishinaabe people, and we pay our respect to these stewards both past and present.*





# Ten Minnesota Commitments to Equity

1. **Prioritize equity.**
2. Start from within.
3. **Measure what matters.**
4. Go local.
5. Follow the money.
6. Start early.
7. **Monitor implementation of standards.**
8. **Value people.**
9. **Improve conditions for learning.**
10. Give students options.



# Learning Objectives

After this session, you will:

- Understand the goals of the data and assessment literacy initiative.
- Understand the approach and guiding principals used to design the guidance and professional learning.
- Gain an overview of the resources and professional learning opportunities available this school year, spring and summer.

# Agenda

- Purpose of data and assessment (30 minutes)
- Context and key terms (20 minutes)
- Initiative goals, objectives and approach (30 minutes)
- Breakout discussion (10 minutes)
- Outline and timeline of resources (20 minutes)
- Survey (5 minutes)
- Q & A (5 minutes)

- Mentimeter Poll
- What do you think of when you hear the word 'data' ?
- Use [this link](#) to vote!
- Keep this tab open, we will use this throughout the session.

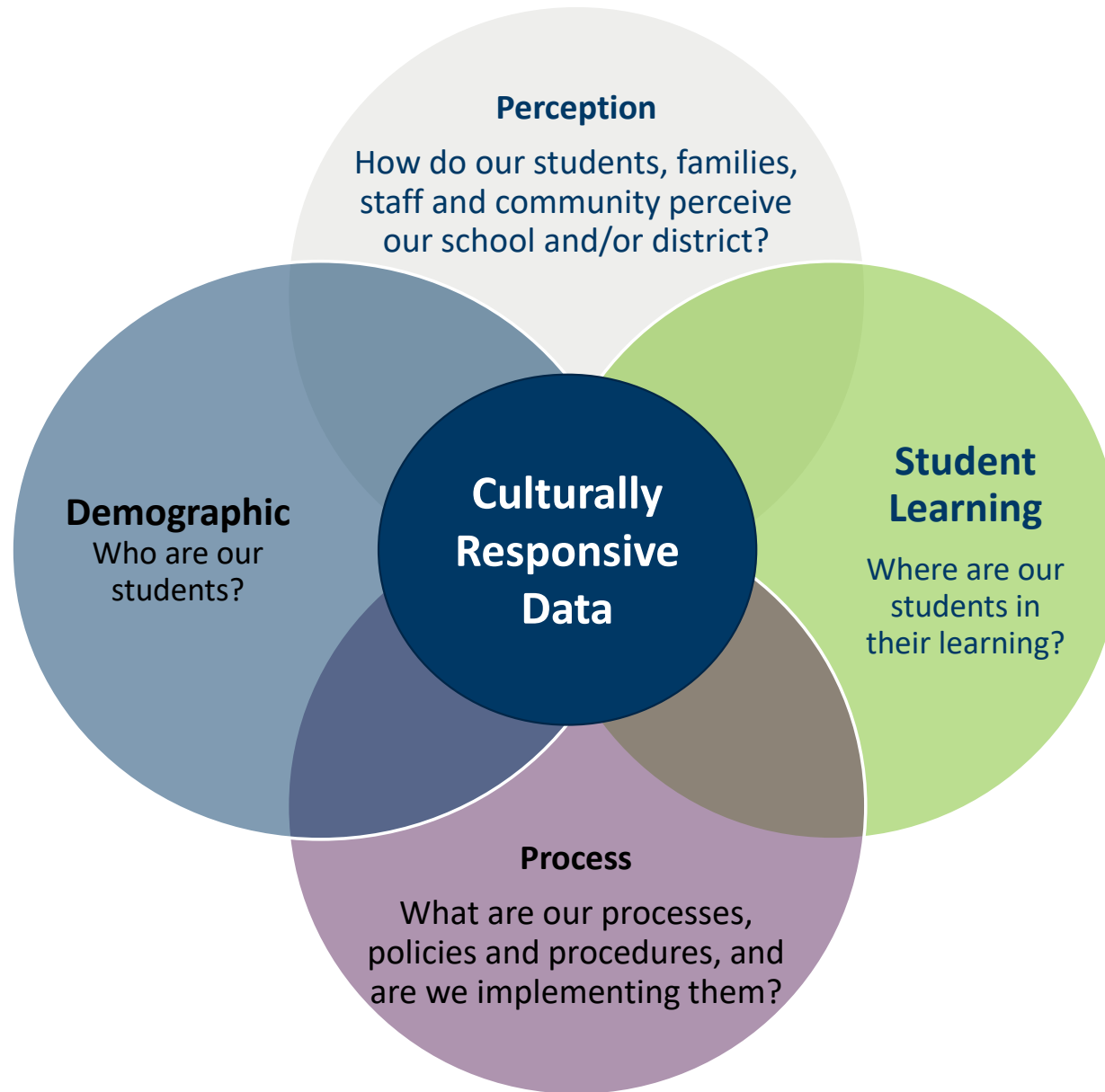


**Data** is any information (both quantitative and qualitative) that helps educators know more about their students.

- Examples: student interests, locally developed assessments, quizzes, projects, standardized tests, disciplinary information, parental information, teacher observations, and school or district policies

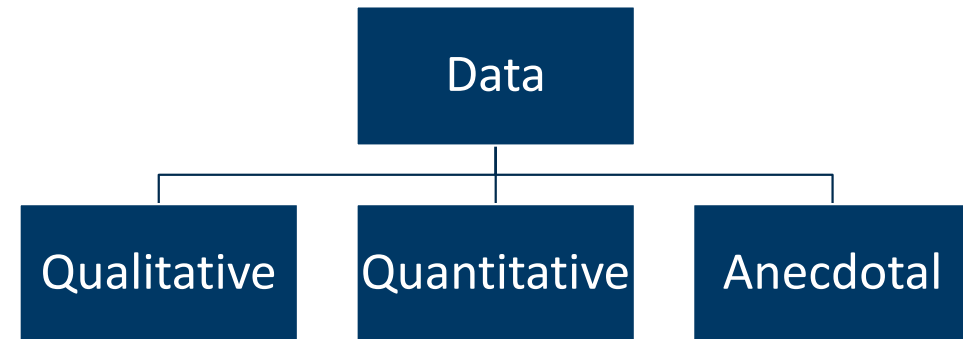
(Jimerson and Wayman, 2015).





# Big Ideas about Data from Data Quality Campaign

- All information is data.
- Qualitative, quantitative, and anecdotal information are equally important.
- Data represent people. Both students and educators are the faces 'behind' data.
- Some data reflects performance, in both student outcomes and professional practices.
- Data tells a story.



- Mentimeter Poll
- What do you think of when you hear the word 'assessment' ?
- Use [this link](#) to vote!
- Keep this tab open, we will use this throughout the session.



# What is Assessment?

“Assessment is the process of gathering evidence of student learning to inform education-related decisions.”

(National Task Force on Assessment Education for Teachers, 2018)

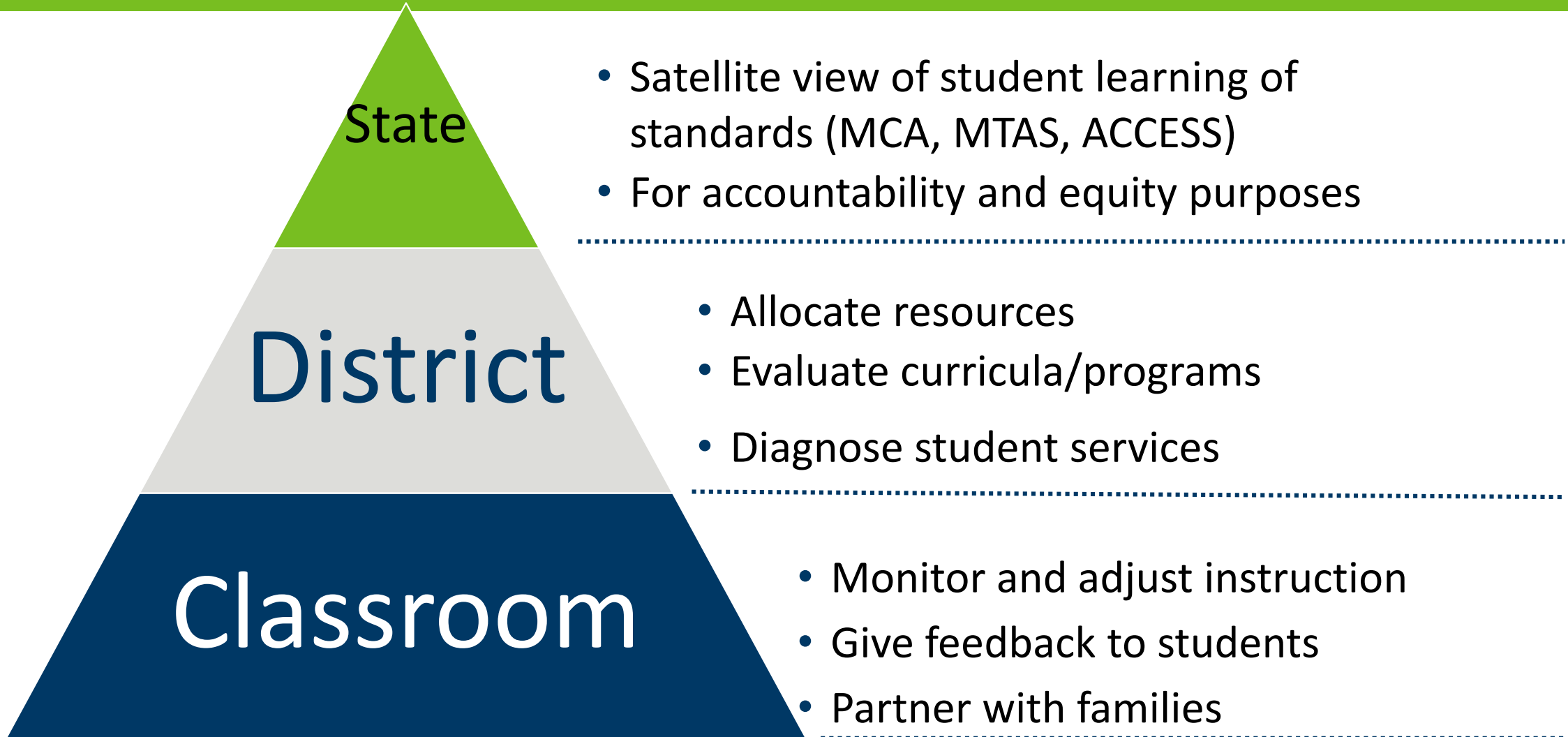
- Assessment includes eliciting and interpreting evidence.
- To assess means “to sit beside” the learner, probing what a student knows, understands, and can do; their strengths and opportunities to support.

# Decisions Vary by Stakeholder

Good classroom assessment mimics this process of gathering evidence about what and how well ***students are learning*** grade-level academic standards or other expectations to guide decisions.



# Purposes and Uses of Assessment





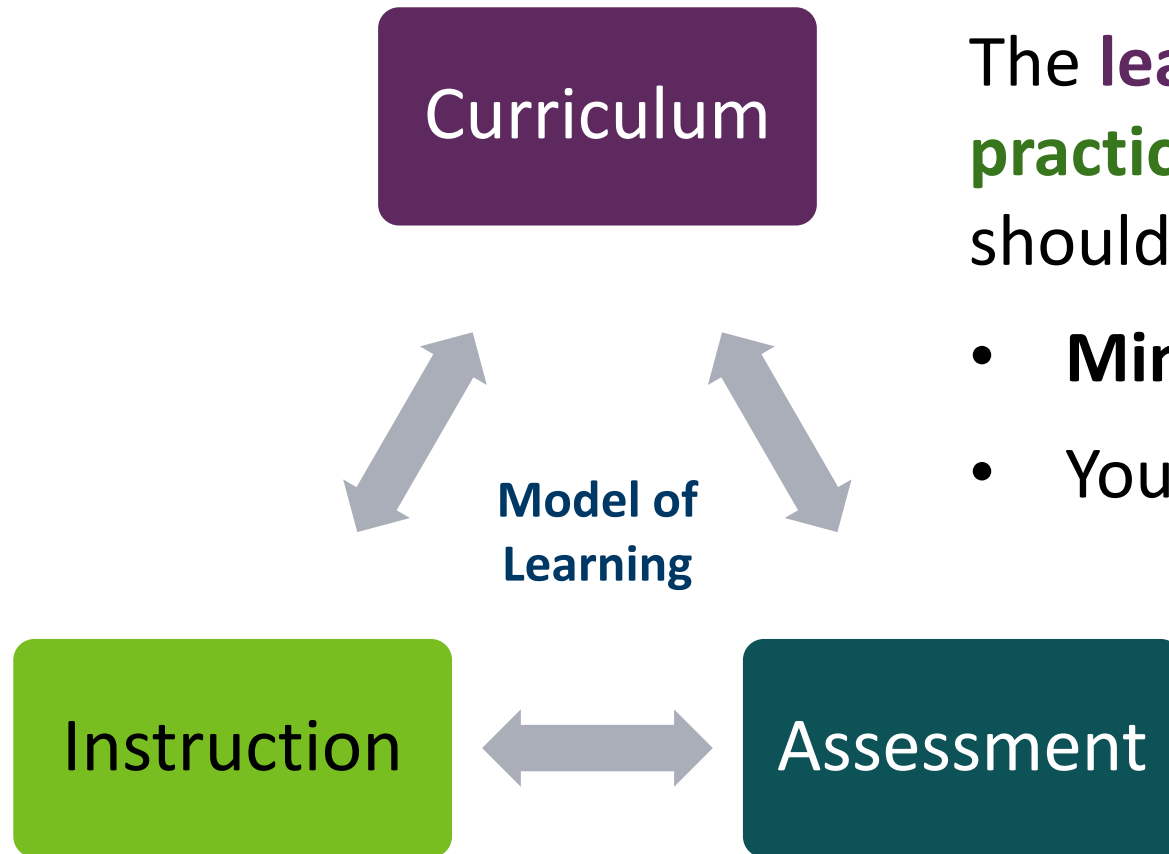
# Purposes of Assessment

Assessments are typically designed to collect evidence for one of the following:

1. Predict
2. Evaluate
3. Diagnose
4. **Provide instructionally useful information for modifying and adapting instruction**

Evans, C. M. & Thompson, J. (2020).  
[Classroom Assessment Learning Modules](#).

# Model of Learning is a Unifying Element



The **learning goals** selected, **teaching practices** enacted, and **evidence collected** should be guided by and aligned to:

- **Minnesota's academic standards**
- Your beliefs about **how students learn**.

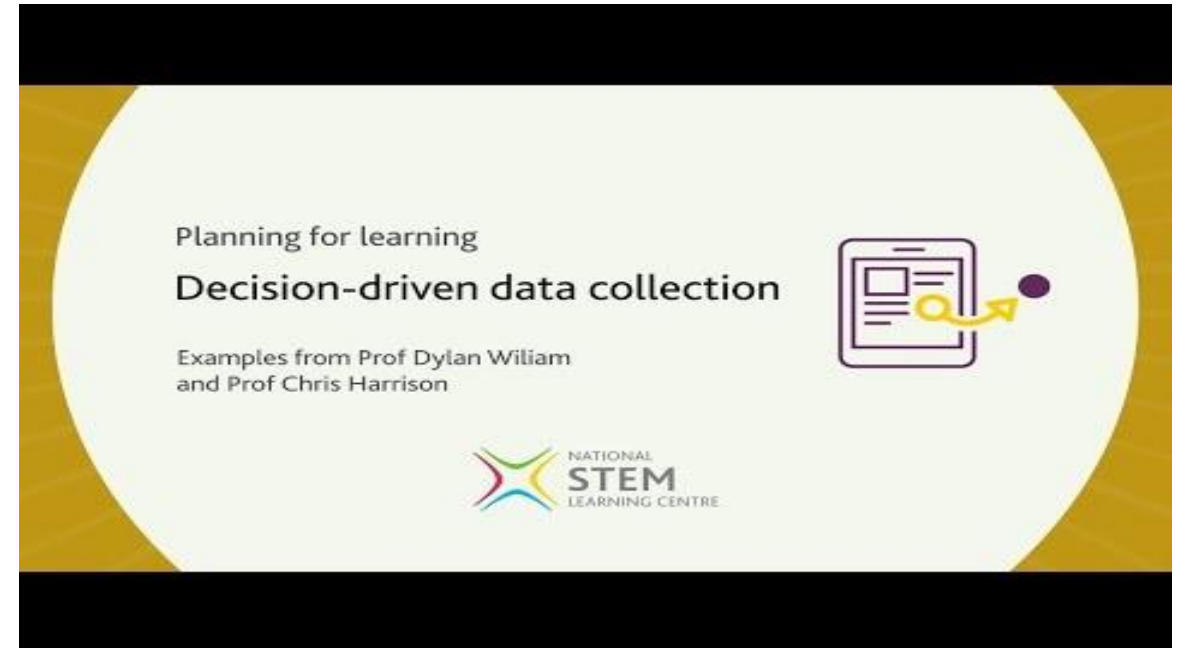
Concept from Pellegrino (2001); National Research Council. (2001). Knowing what students know: The science and design of educational assessment. Washington, DC: The National Academies Press, p. 44.

- Open Mentimeter
- To what extent do you agree with this statement?
  - Data is objective.
- Use [this link](#) to vote!



# Video: Decision-Driven Data Collection

- Dylan Wiliam
  - Formative Assessment expert
  - University of London
  - “Assessment for Learning” course for teachers and curriculum leaders in UK.
- How does Wiliam describe ‘Decision-Driven Data Collection’?
- How is it different from data-based decision-making?



# Decision-Driven Data Use

1. Start with a decision or inquiry question
2. What data or evidence will be useful in making the decision in a smarter way?

“If you haven’t got any clear idea, then it’s just data...that’s why we see so many schools drowning in data but with very little information, because they collected the data without any clear purpose in mind.”

-Dylan Wiliam

# Assessment is a Process of Reasoning

- Assessment is the process of reasoning from evidence.
- To do this, we must first **describe the evidence we are looking for.**

By describing the evidence we need, we answer two key questions:

- **What do we want to know** about what students know, understand, and can do in relation to specific concepts?
- **How** do we want students to demonstrate what they know, understand, and can do?

(National Task Force on Assessment Education for Teachers, 2018)



# Defining the Context: Before and During the Pandemic

- The amount of data educators have at their fingertips has exploded.
- Technological tools intended to facilitate use and visualize data have also proliferated in quantity and use.
- Frustrations have emerged about how to use data and assessment to inform teaching and decision-making.

**“Schools are often data rich and information poor...”**

*DuFour, R., DuFour, R., Eaker, R., and Many, T. (2015). Learning by Doing: A Handbook for Professional Learning Communities at Work.*

# Getting to the Root Cause

Educators and leaders have requested support in:

- Interpreting data from assessments
- Using data from assessment to guide instruction and learning
- Tools and resources to embed assessment and data literacy skills within practice
- PD for doing this with leadership and across teams
- Building capacity for this work
- 2015 – Most Minnesota school leaders said they believed data is important for making decisions, but struggle to do it and support it effectively.

Minnesota Needs Assessment:  
Research, Evaluation, Assessment, and  
Data Use in Schools



[Center for Applied Research and Educational Improvement \(CAREI\). \(February, 2016\). Minnesota Needs Assessment: Research, Evaluation, Assessment, and Data Use in Schools. Minneapolis: CAREI at the University of Minnesota.](#)

# Goal of Data and Assessment Literacy Initiative

## **Goal:**

To increase educators' and leaders' efficacy in using data and assessment to guide culturally responsive instruction and decisions by:

- applying a critical equity lens to the knowledge and skills needed for educator data use
- providing resources that can be used and adapted within a school or district's local context.

1. Provide a series of asynchronous (online) learning modules that focus on:
  - systems thinking, building capacity for evidence-based conversations,
  - purposes and uses of assessments,
  - understanding and interpreting data (educator and school leader focus),
  - using data to inform instructional actions.
2. Provide adaptable tools (slides, planning templates, etc.) with each module, can be downloaded and adapted for use district or school use, and/or for PLC or other teams as needed.

## Objectives (2)

3. Provide a conceptual framework for districts and schools for data and assessment literacy that can be applied in practice by educators and school leaders within their school context or can be used to develop additional professional learning with their staff.
4. Launch a data and assessment literacy cohort of interested district teams to engage in this work long-term (starting in summer 2022).



# Why is this a statewide initiative?

- In the Due North Plan, educators and leaders are called to make instructional decisions that are culturally relevant and based on data.
- Connection to COMPASS Theory of Action
  - Meeting teachers and leaders where they are to support student learning

# Application of MnMTSS

- These resources and guidance are intended to be used within [MnMTSS](#) (Minnesota's Multi-Tiered System of Support)
- Components 4 and 5, Assessment and Data-Based Decision Making
- A process for teachers and school leaders to engage in continuous improvement through data and assessment, aimed at Tier 1 instruction and supports.

- The Assessment & Data Literacy Initiative seeks to address **common barriers** related to assessment and data use at multiple layers of the education system.
- For example, **assessments** are sometimes selected or administered without careful consideration as to whether and how they will work together to inform teaching, learning, and educational decision-making.
- This can lead to **inefficiency, incoherence, and over-testing**, which constrains rather than supports student learning and performance.

(Marion, 2019)

# Mentimeter Discussion

- Mentimeter Poll
- What barriers do you see in your district or school with using data to guide instruction and talking about data with staff? What is working?
- Use [this link](#) to vote!



# Discuss in Breakout Groups

## -10 minutes-

*What barriers do you see in your district or school with using data to guide instruction and talking about data with staff? What is working?*

# Barriers to Data Use at the Teacher and Leader Level

- Growing use of digital learning tools and approaches for analyzing educational data that are an intertwined phenomena.
- There has been a strong focus on data use that aligns interim assessments to standardized tests rather than turning data into usable information and knowledge.
- Incoherence or misalignment between assessments, curriculum, state standards, and instructional goals.
- Mismatches between using assessment results in ways not supported by the design of the assessment.
- Over emphasis on descriptive statistics (accountability data) can divert energy, influence deficit thinking and cause challenges with coherence.

(Bowers, 2021; Datnow, 2021)



# Outline of Resources

Resource	Audience	Timeline
Data and Assessment Literacy for Teaching and Learning Overview (this session)	Teachers, School and District Leaders	Fall 2021
Data and Assessment Literacy Modules, Live Webinars and Customizable Tools	Teachers, Principals and Instructional Leaders	Winter –Spring 2022
Data and Assessment Literacy Toolkit for Educators	Teachers, Principals and Instructional Leaders	Spring 2022
Data and Assessment Literacy Toolkit for School Leaders	Principals or School-Level Leaders engaged in Continuous Improvement work	Summer 2022
Data Literacy Guidance for Decision-Making	District Level Leaders engaged in Continuous Improvement work	Summer 2022
Guidebook for Understanding Assessments	Teachers, Instructional Staff, School- and District-Level Leaders	Summer 2022

# Different Users have different Purposes for Data Use

- School/District Leaders:
  - What kind of technology needs to be in place?
  - What types of professional learning should be offered?
  - What assessment systems should be in place district-wide?
- School Leaders:
  - How can a data use culture be developed in a school building?
  - What scheduling changes can be made so teachers can collaboratively work together to use data?
  - What changes can be made to curriculum materials to support student data use?
- Educators:
  - How can aggregate data be used to make decisions about instruction?
  - How can individual student data be used to make instructional decisions?
  - How should this data be communicated with students and families to report on learning and inform progress?

**Assessment literacy** is the ability to know how, when, and why to assess student learning. Assessment literate educators choose, design, and use a variety of reliable assessment types that gather the right collection of evidence to support an understanding of what students know and to guide them where to go next.

*Stiggins, Arter & Chappuis, 2004; Evans & Thompson, 2020*

**“Data literacy for teachers** is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data to help determine next steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn. ”

*(Gummer & Mandinach, 2015)*

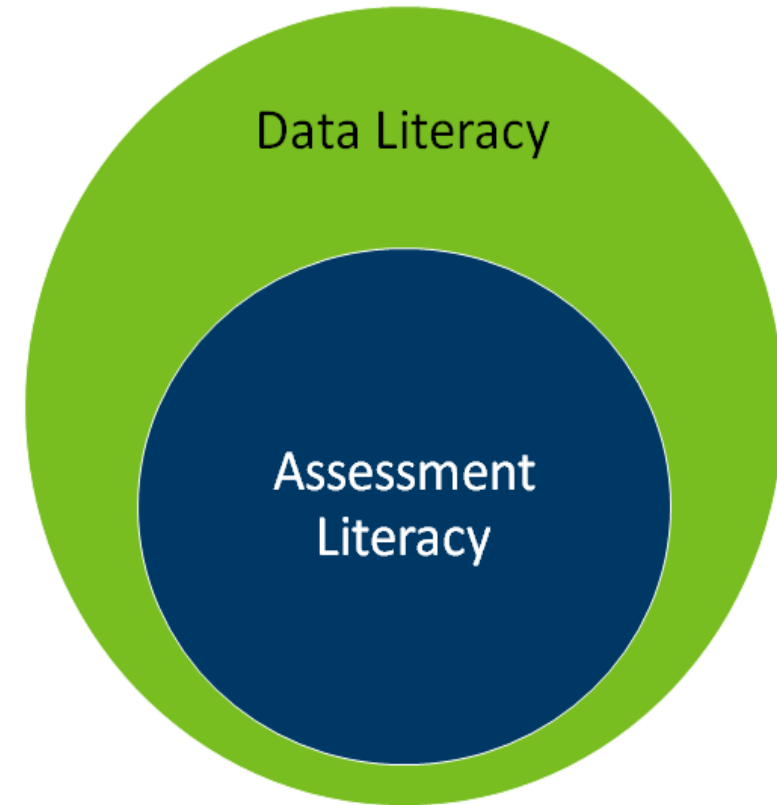
# Assessment Literacy is a Sub-Construct of Data Literacy

Knowledge of assessment literacy is foundational and critical for educators and school leaders to be data literate.

A **metaconstruct** includes three components:

- emotional
- behavioral
- cognitive

(Fredricks, et al, 2004; Beck & Nunnaley, 2021)



# Shift in Focus of Data and Assessment Literacy Efforts

What specific knowledge and skills do teachers need to know?



What strategies and understandings can help educators engage in assessment and data use within the teaching and learning context and experience?

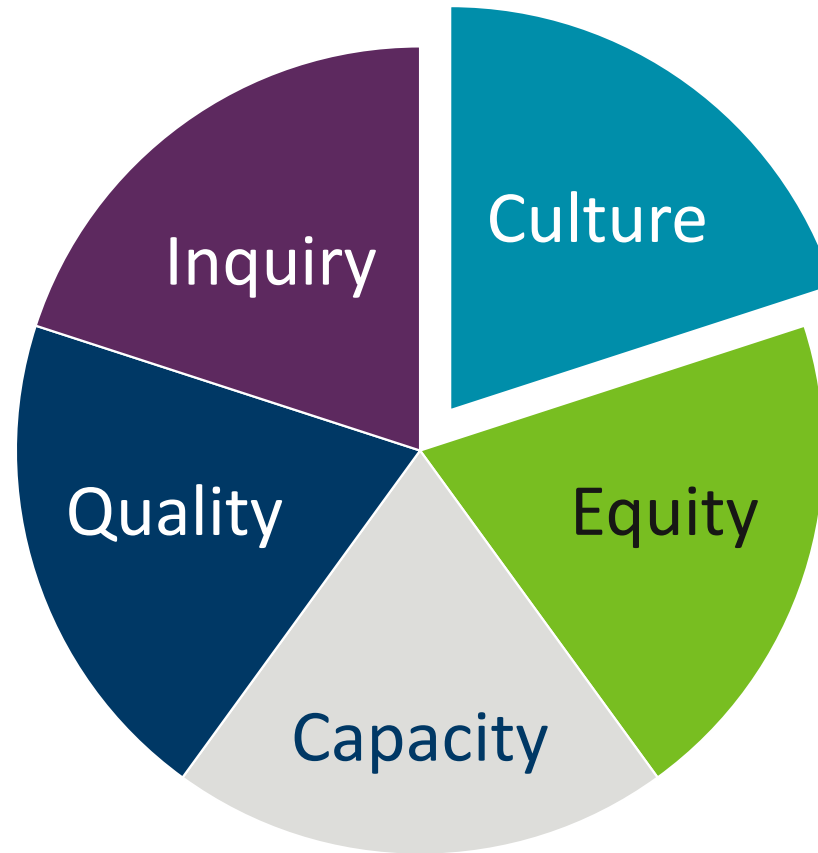
Evans, C., Landl, E., Thompson, J. and DePascale, C. *Symposium: Application of Needs Models to Support Sociocultural Approaches to Improving Assessment Literacy*, (webinar) NCME Classroom Assessment Conference, 2021.

# Conditions for Effective Data Use in Schools



Concept from Jimerson & Childs, 2017; Marsh & Farrell, 2015; Ikemoto & Marsh, 2007

# Conditions for Effective Data Use in Schools: Culture





“The way things are done when nobody is looking.”

-Jeffrey Wayman, 2012 REL-NEI Webinar, *The Data-Informed District, Research on Using Data to Inform Practice*

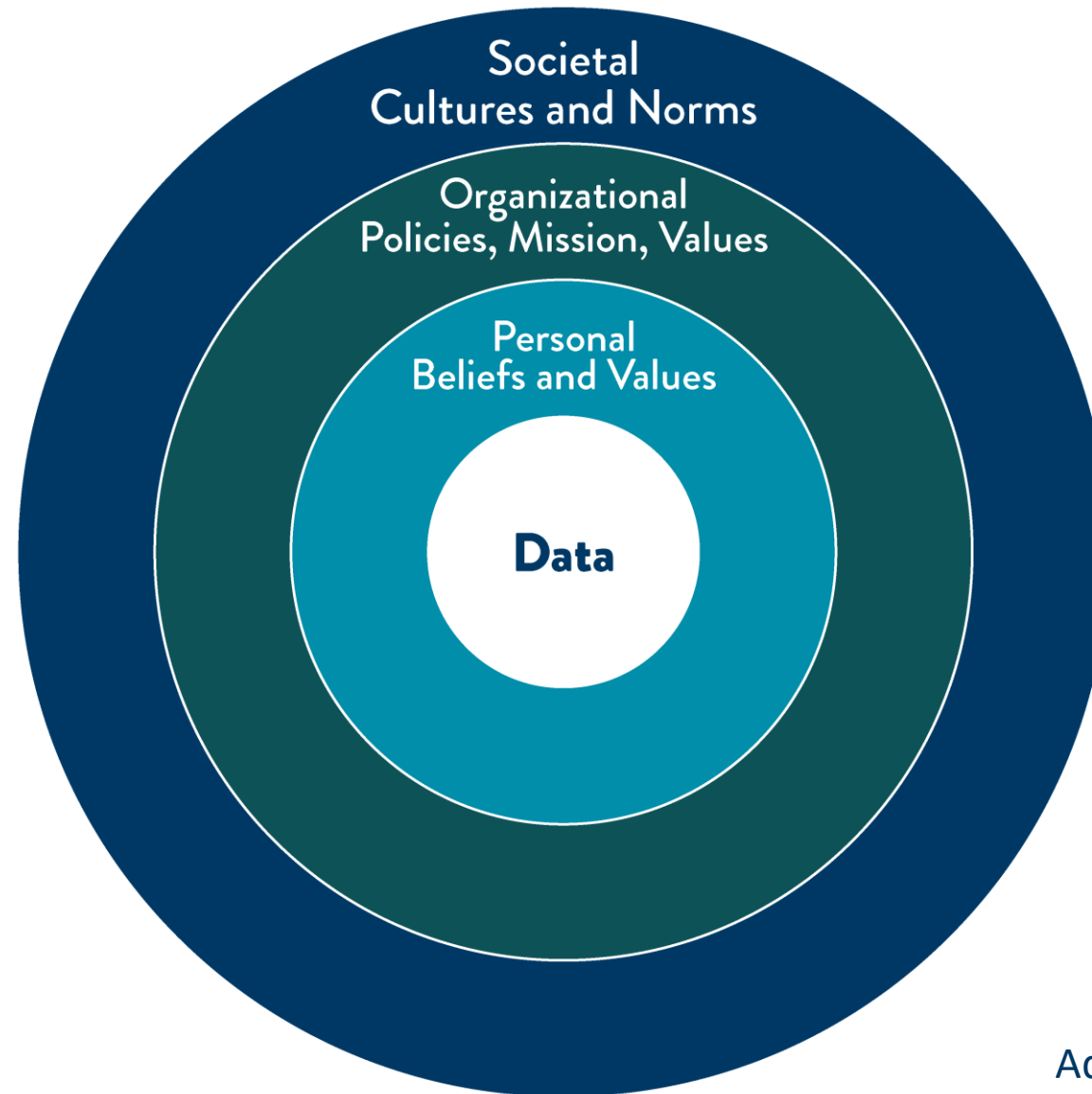
# How does data intersect with school culture?

“Data-literate educators continuously, effectively, and ethically access, interpret, act on, and communicate multiple types of data from state, local, classroom, and other sources to improve outcomes for students.”

-The Data Quality Campaign, 2014 Policy Brief, *Teacher Data Literacy: It's About Time*

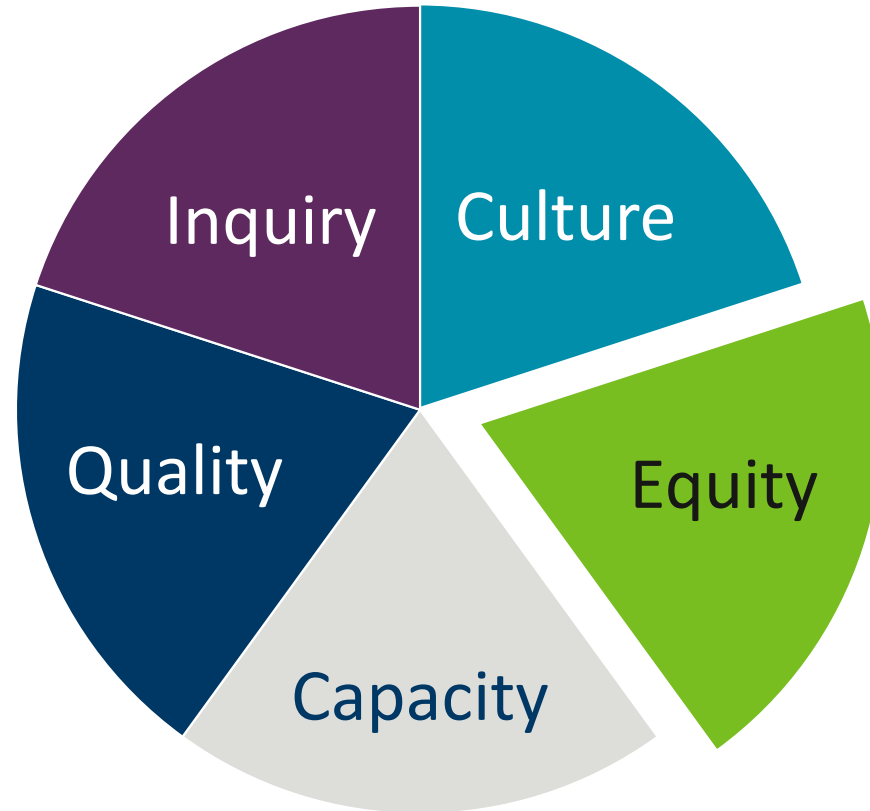
“The way things are done when nobody is looking.”

# Understanding Data in Context



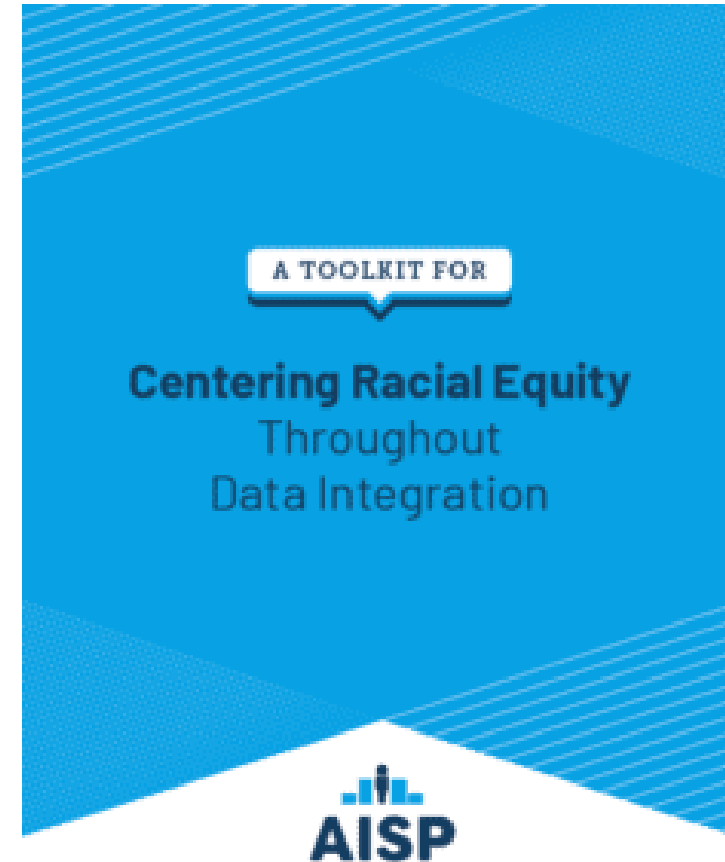
Adapted from Dodman, et. al, 2019

# Conditions for Effective Data Use in Schools: Equity



# Centering Equity

- Applying a critical equity lens to the knowledge and skills needed for educator data use is not a single, peripheral step.
- An ongoing process at the beginning of each phase of data use.



[Hawn Nelson, A., et al. \(2020\). \*A Toolkit for Centering Racial Equity Throughout Data Integration\*. Actionable Intelligence for Social Policy, University of Pennsylvania.](#)

# Asset Framing

- Trust in data can be lacking due to incomplete information or context.
- The way data is framed affects how people perceive it and the story it tells. Thus, affecting how it is used in decision-making.
- What data is collected? How is it collected? Who is reflected in the data? Who is not?
- Asset framing is a way of communicating and presenting data that attempts to define communities by their aspirations and strengths, rather than perceived deficits.



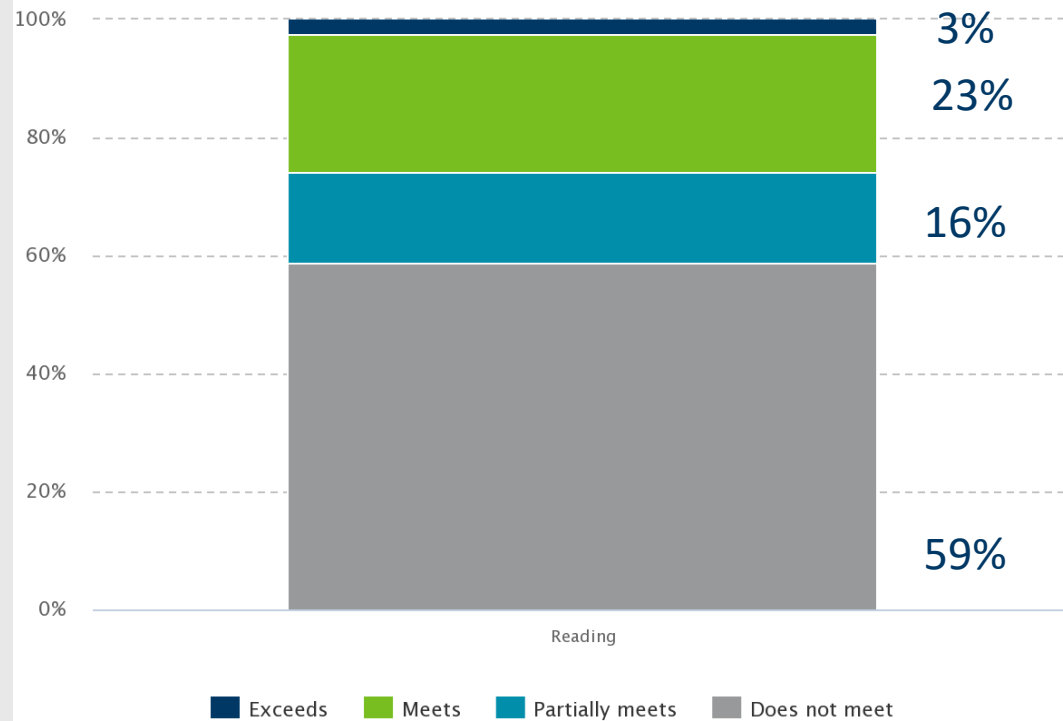
[Data Quality Campaign. \(2021\). \*The Consumer's Guide to Data\*.](#)

# Asset Framing (2)

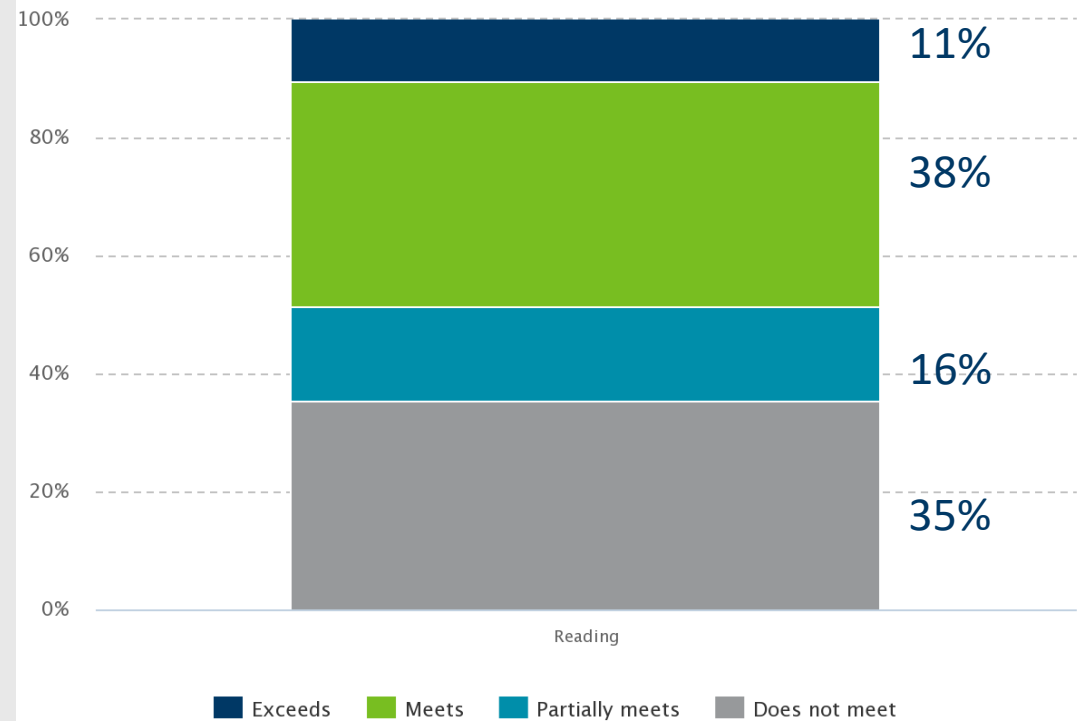
- Asset framing is not hiding the 'real gaps'.
- Encourages decision makers to think about what the individual brings to the classroom, rather than blaming them for issues.
- Encourages reflection and solutions-oriented approach.

# Example

2021 Statewide Reading Results by Achievement Level  
Grade: 3; Black students



2021 Statewide Reading Results by Achievement Level  
Grade: 3; All students





# Which interpretation is asset framing?

Black students scored worse on the 2021 Grade 3 MCA Reading assessment than all third grade students statewide. This confirms they struggled to learn in 2021, are getting further behind, and are struggling to learn to read. They should work harder over the summer to catch up.

26% of Black third graders statewide were showing mastery of the reading levels needed in 2021 compared to 49% of all third grade students. This suggests greater supports are needed across our education system to ensure all black students learn the concepts needed to engage in an information-based world.

# Which interpretation is asset framing? (Answer)

Black students scored worse on the 2021 Grade 3 MCA Reading assessment than all third grade students statewide. This confirms they struggled to learn in 2021, are getting further behind, and are struggling to learn to read. They should work harder over the summer to catch up.

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# Asset Framing (3)

- Framing is “the choices we make in what we say and how we say it.”
- If communications about data are not carefully framed, data conversations could inadvertently reproduce stereotypes or misconceptions.
- Research-based strategies for building deeper understanding of structural inequities when discussing student data.

**Talking About Racial Equity in Education**

**A Brief Guide for Advocates**

America can't get to the education system our nation needs without talking about race and racial equity. Yet, if communications aren't framed carefully, conversations could inadvertently reinforce unproductive misconceptions, or miss opportunities to broaden the coalition working for change. This guide offers strategies that research has shown to be effective in building deeper understanding of structural inequities and support for meaningful change.

**1. Lead with an aspirational appeal to shared values, not a stark negative evaluation of the status quo.**

Starting off with vivid descriptions of inequity can leave people feeling overwhelmed or fatalistic about the possibility of change. To more effectively engage people in this complex issue, start with a values statement that helps them picture the world you are trying to create. Frameworks has found that the themes of Human Potential and Fairness Across Places can be especially effective in building support for policies aimed at eliminating racial disparities in educational access and quality.

Instead of this	Try this
<b>✗</b> Our education system is broken, and it's hurting society's most vulnerable. This is particularly true in immigrant and low-income communities and communities of color.	<b>✓</b> When we ensure that each and every child - regardless of their race, ethnicity, or neighborhood - can benefit from great learning environments, our communities benefit from the talents and skills they develop.

**2. Explain "how it happens" before talking about "who it happens to more often."**

It is especially important to explain causes, contexts, or processes before mentioning data on racial disparities. Otherwise, people are likely to fall back on negative stereotypes about those communities to explain away the statistics. The importance of clearly interpreting all reported statistics cannot be overstated. Never leave room for the public imagination to blame disparities on students or marginalized communities.

Instead of this	Try this
<b>✗</b> National data shows that Black students are expelled at 3.5 times the rate of white students. Black students' behavior is more likely to be labeled "extreme" or "violent" than white students committing the same infraction.	<b>✓</b> Because of images we all absorb from media and culture, our brains automatically call up associations based on race. In schools, these "snap judgments" shape the way educators interpret children's behavior. This helps to explain why, nationally, Black students are expelled at 3.5 times the rate of white students.

[Talking about Racial Equity in Education](#),  
Frameworks Institute

# Guiding Principles

A belief that all students can and want to learn, all educators want their students to excel, and all families want a high quality learning experience for their child.

A collaborative data use culture is grounded in decisions led by evidence to support success for all students.

An asset-based approach to data use can improve, elevate and sustain practices that work in service of student learning.

Adults learn best when knowledge can be adapted and integrated within their local practice and context.

# Four-Phased Organization and Design

- 1. Systems thinking and planning for collaborative data use**
- 2. Build assessment literacy**
- 3. Understand and access high-quality data for decision-driven data use**
- 4. Dig in and transform the data into instructional action**

# Conditions for Effective Data Use in Schools: Capacity



## Phase 1: Systems thinking and planning for collaborative data use

1. Adopt a continuous improvement process\*
2. Build a system of teams\*
3. Prioritize and calendar time in teacher and team member's schedules\*
4. Set clear expectations and norms for meetings\*
5. Review, revise, or create a data inventory
6. Create an inventory of culturally responsive instructional practices
7. Develop a shared vocabulary
8. Develop and maintain a district or school wide data system\*
9. Revisit or revise the goals for continuous improvement\*

*\*Indicates selected topics for school and/or district leaders, connections to MnMTSS*

# Questions to Guide Thinking in Phase 1

How will school and/or community expertise be forefront throughout data use? What capacity will need to be developed to ensure that this occurs?

How will data use help school communities interrogate systems, rather than just inform how to “treat” communities with additional services and programs?

As a school community, are we basing decisions on data and evidence?

What are the organizational structures and systems that enhance (or impede) our ability to use data effectively?

Do all members of our school or district have the data they need to make effective decisions?



## Phase 2: Build assessment literacy

1. Review skills assessed; understand how they are assessed and aligned to the standards and learning model.
2. Understand purpose and use of assessments within a balanced and comprehensive assessment system.
3. Design, choose and use a variety of formative and summative assessment types for various uses.
4. Understand how to evaluate the rigor of assessments according to higher-order thinking and grade-level.
5. Set and communicate clear success criteria; involve students in feedback loops, goal setting and evaluation.
6. Understand how results are scored, interpreted, reported, and used for each assessment students take.
7. Implement grading practices and policies that reflect accurate, consistent, meaningful grades.
8. Accurately report and communicate results from assessments with families based on the type, design, and purpose of the assessment. (MnMTSS Component 2.3)

# Questions to Guide Thinking in Phase 2

What does this assessment tell students about the outcomes we value?

To what extent does the classroom, school and district assessment system align with the enacted curriculum?

To what degree does the assessment system provide multiple measures and approaches for students to demonstrate their learning?

How does the assessment system demonstrate student learning over time?

To what extent do the assessments in the classroom/school assessment system provide information for multiple and diverse purposes (feedback, self-assessment, peer-assessment, revision, grades)?

# Additional Questions to Guide Thinking in Phase 2

Why is this assessment necessary?

Who does the assessment benefit?

How does it benefit the school/district community at large?

Who can the process/product harm?

# Conditions for Effective Data Use in Schools: Inquiry



**Data Inquiry** is an iterative process for using a focus question or protocol of questions to guide collaborative sense making of data and interpretations.

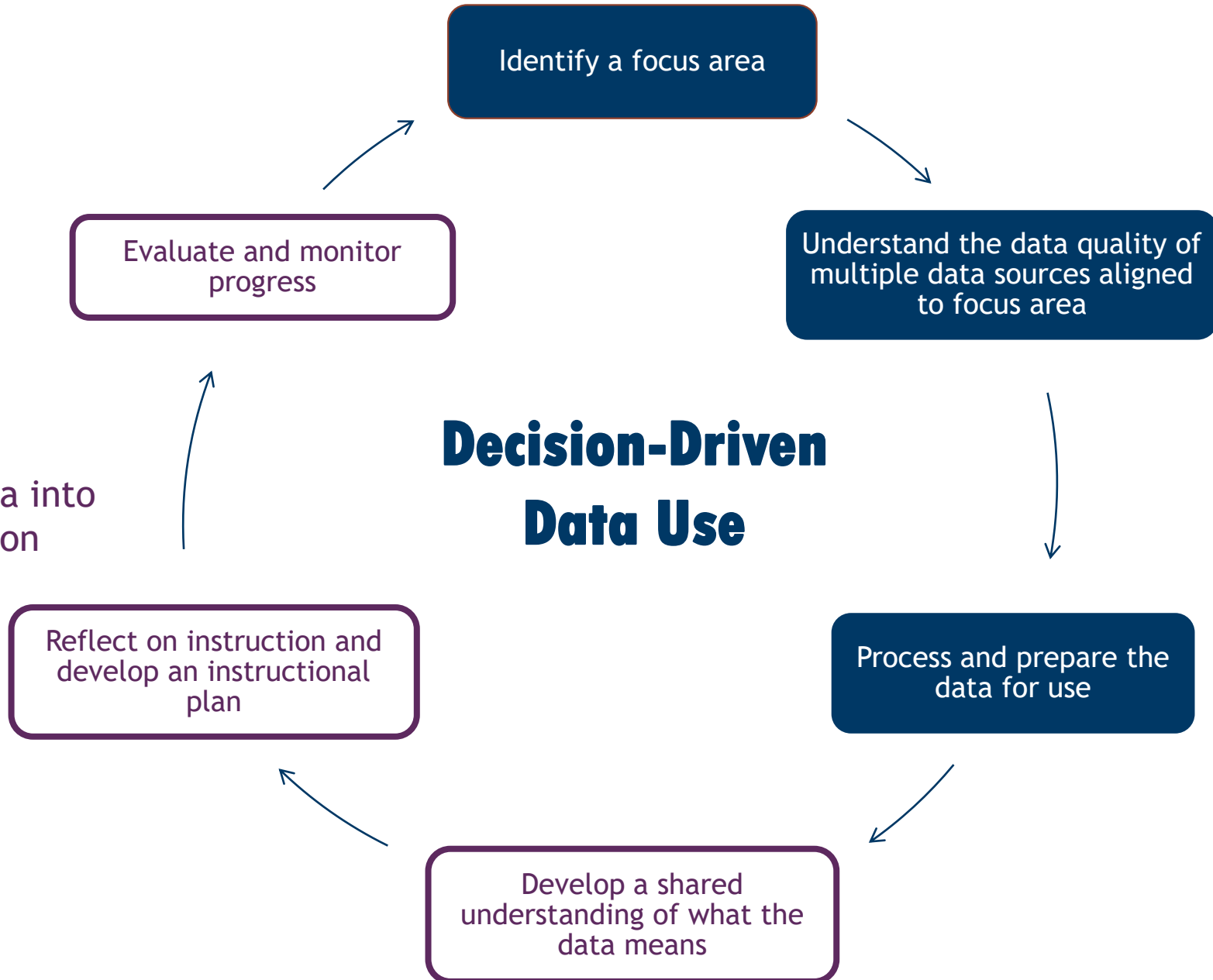
(Gummer & Mandinach, 2015)

- **Data Use Cycles** are Evidence-based improvement cycles that moves from data to information, to knowledge, action and feedback that informs each step of the cycle. (NCES, 2012)

## Decision-Driven Data Use

**Data Inquiry:**  
Transforming Data into  
Instructional Action

**Planning for  
Data Inquiry:**  
Understanding and  
Accessing  
High-quality Data



# Key Beliefs about Data Inquiry

Data inquiry is the foundation of a *collaborative, trusting professional culture* in which accountability for outcomes is shared by teachers, leaders, and students.

Leaders ensure that data is organized and displayed to support effective analysis.

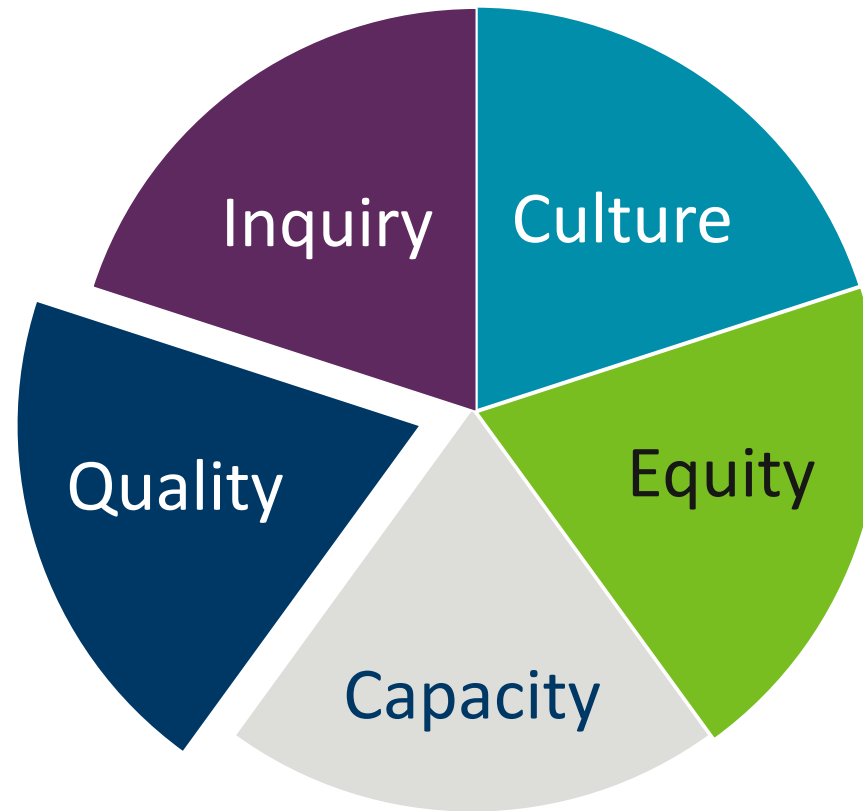
The work of data inquiry teams is inclusive, ongoing, and structured.

Data inquiry teams use high-quality data sources to analyze student and practices data.

Data inquiry teams generate and implement concrete plans to improve teaching and learning.

[EL Education \(2012\) Central Beliefs about Data Inquiry Teams](#)

# Conditions for Effective Data Use in Schools: Quality





# Phase 3: Preparing for Data Inquiry

## 1. Focus

- Identify a focus area
- involve others to understand context\*

## 2. Locate Multiple Sources

- Identify and locate multiple data sources aligned to the focus area

## 3. Choose One

- Choose a single data set.
- Understand the data quality and characteristics, including its purpose, how it was collected, its accuracy, appropriateness and completeness

## 4. Data Processing

- Understand basic metrics and how to organize the data, including when to disaggregate or aggregate the data
- Understand how to display the data

## 5. Inquiry Question

- Develop a critical inquiry question for a larger group of staff for the single data set\*

# Questions to Guide Thinking in Phase 3

How will we initially focus upon institutional-systems change?

What data is collected related to my focus, and how is it collected?

How will a racial equity lens be incorporated throughout data use?

Who is reflected in the data and who is not?

What improvements to our data quality would expand our ability to ask and answer these and other questions?

# Phase 4: Data Inquiry

Transform the data into instructional action

## 1. Shared Understanding

- Use a collaborative discussion protocol
- Come to a shared understanding of what the data means from a single data set

## 2. Locate Multiple Sources

- Use the additional data sets to look for patterns
- Triangulate multiple sources, develop a shared understanding of the collective findings

## 3. Make a Claim

- Develop a learner-centered claim related to the focus area and grounded in the evidence

## 4. Reflect on Instruction

- Reflect on instruction and practice
- Use an analysis protocol to identify a root cause within the educator/leader's control

## 5. Choose an Instructional Strategy

- Choose a research-based instructional strategy that addresses the problem of practice

## 6. Make a Plan

- Develop a plan to implement the instructional strategy including monitoring progress and articulating goals

## 7. Implement

- Implement the instructional strategy and assess implementation

## 8. Evaluate

- Evaluate Progress, celebrate wins, adjust plan, and repeat data inquiry cycle

# Questions to Guide Thinking in Phase 4

Are we engaging in collective inquiry by asking questions about our own practices, as well as student learning and perceptions?

How will our policies, practices and expectations shift to center equity?

Who is benefitting from the instructional change? Who is not?

Are we doing what we said we would do?

How will we continuously learn from and sustain systems change?

# Decision-Driven Data Use

Identify a focus area

Understand the data quality of  
multiple data sources aligned  
to focus area

Process and prepare the  
data for use

Develop a shared  
understanding of what the  
data means

Reflect on instruction and  
develop an instructional  
plan

Evaluate and monitor  
progress

**Data Inquiry:**  
Transforming Data into  
Instructional Action

**Planning for  
Data Inquiry:**  
Understanding and  
Accessing  
High-quality Data

## Scaling the work

- Adaption is a way of scaling an initiative
- There is a core set of **core principles** that bound or guide local modifications (example: the academic standards)
- Modifications are **needed** for the innovation's effectiveness
- This requires **capacity-building** and a deep understanding of:
  - The **core principles**
  - The **local conditions** of the users

# How People Learn

- We learn best when we engage in discussions about our understanding.
- To develop proficiency, we must:
  - have a strong foundation of content **knowledge**,
  - understand knowledge and ideas in the context of a **conceptual framework**, and
  - **organize knowledge** in ways to help retrieval from long-term memory and application.
- A **metacognitive** instructional approach helps individuals learn

National Research Council (NRC), 2001

# Today's Attempt

- Engaging beliefs or preconceptions: Mentimeter about data and assessment definitions, preconceptions and beliefs about data literacy
- Conceptual Framing: Data Use cycle and examples for framing data
- Metacognition: Discussion of barriers to implementing data, how you might use one of the learning pathways to engage and apply learning.



# Three Key Questions Guiding Development



1. How can tools and capacity building increase educator understanding of core principles of assessment and data use?

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2. How can assessment and data literacy knowledge and skills be embedded within teaching and learning in a way that is supported by how people learn?

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3. If embedding skills and knowledge into practice are critical to educator assessment and data literacy, how can this initiative be scaled using adaptation?

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## Asynchronous Learning

- **What:** Educators and school leaders will have access to a growing library of resources on the [MDE COMPASS](#) page and [Testing 1, 2, 3](#) page.
- **Who:** Individuals or teams
- **Commitment:** Work through the asynchronous learning opportunities and resources available this winter and spring.
- **Outcomes:** Participants will become familiar with each topic and will be able to explain and use the tools with their local staff or team.

# Selected Topics for Winter 2022

All topics will include slides and recordings, additional tools are listed in parentheses next to each topic.

- Data and Assessment Literacy Overview
- Reimagining the Vision for Assessment and Data Systems: Guiding Learning for all Students (criteria tool)
- Building a Balanced and Comprehensive Assessment System (mapping tool)
- Leading Instructional Decisions with Evidence of Student Learning: Building a data use culture (meeting templates)
- Formative Assessment 1: Where the learner is now, an introduction to learning acceleration (pre-assessment tool)
- Formative Assessment 2: Embedding evidence into instructional planning (formative assessment tool, writing assessment questions module)
- Formative Assessment 3: Using evidence to differentiate instruction (planning tool)
- Summative Assessment Design (evaluation tool, rubrics and scoring)

## Data Inquiry Hybrid Learning

- **What:** Live virtual sessions and practice provided using 2-3 rounds of inquiry of a single data set.
- **Who:** Instructional coaches, School/district leaders, District/school teams who already have a team structure in place and want a framework to use
- **Commitment:** Attendance at all webinars in the spring series (3-4 webinars).
- **Outcomes:** Participants will become familiar with collaborative data-based decision making and assessment literacy work. Participants will receive a framework and tools to use for structuring their own work.

## Synchronous Mini-Courses

- **What:** Live virtual sessions about data inquiry work. Work through an entire cycle of data inquiry to either identify a focus area for year-long continuous improvement or for entry of a team to a COMPASS cohort.
- **Who:** Leadership only, District or school leaders (individuals), leadership teams who want more guided support develop teams and identifying needs.
- **Commitment:** Attendance at all webinars in the early summer series (3-4 webinars) with two options:
  1. Cohort that will start next school year (2022-23) with a specific team to work toward meeting annual goals
  2. Local implementation (on their own) of a year-long continuous improvement framework
- **Outcomes:** Participants will build their understanding of the cycle of data inquiry and apply it to a longer implementation cycle. Participants will identify goals and focus area for their implementation work.

## Data and Assessment Literacy Cohort

- **What:** A 15-month cohort to focus on working toward equity goals in teaching and learning by building data and assessment literacy capacity and implementing data use cycles.
- **Who:** District or school teams consisting of a school system leader, a school leader, as well as one or two teacher leaders.
- **Commitment:** Attendance at all cohort webinars and coaching sessions across the 15 months of the cohort. Implementation cohort will start in Summer 2022.
  - More detail will be released this winter, including an interest survey and application due in May 2022.

- Data and Assessment Literacy Toolkit for Educators – Spring 2022
- Data and Assessment Literacy Toolkit for School Leaders – Summer 2022
- Guidebook for Understanding Assessments – Summer 2022

- Which learning pathway are you most interested in?
- Use [this link](#) to vote!





Please take a brief survey about this session – We want your feedback!

# Questions?

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