Data Driven Instruction

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What IS Data Driven Instruction?

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eny.org/data-driven-instruction

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Our Students. Their Moment.

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Data Driven Instruction

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### Data Driven Instruction and Inquiry

Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.

Analysis — Action — Assessment cycle

From district superintendent, to superintendent, to principal, to teacher, educators should be continuously asking:

- Where are we in terms of our goals?
- Where are our students in terms of their college and career readiness?
- How do we get there from here?

Student performance tasks show us what our students know and are able to do, and where the gaps are in their learning, but how do we make sure that we're using the data from those performance tasks to close those gaps? Educators in the most rapidly achieving schools cite data-driven instruction and inquiry as one of the most important
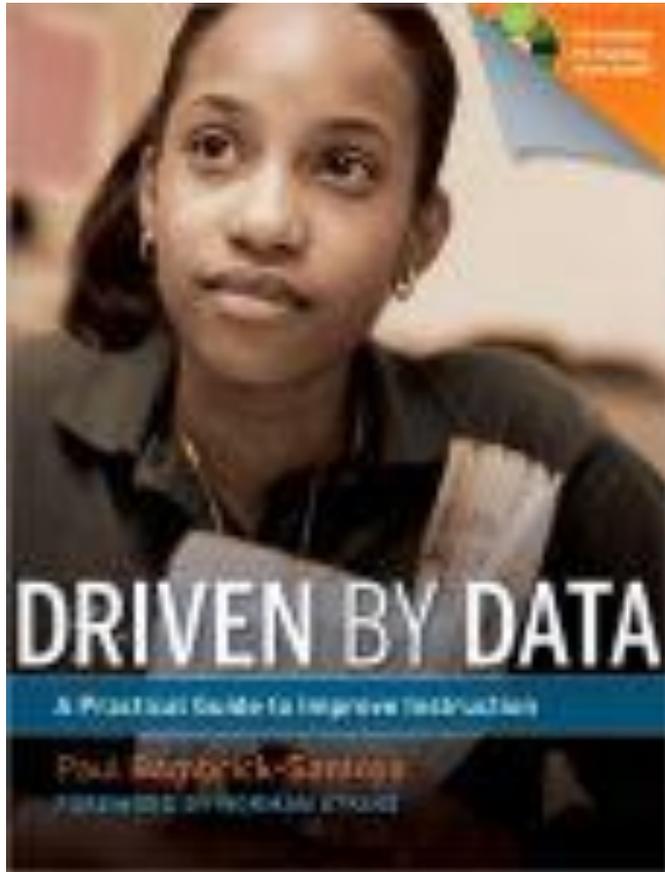
- *Assessment*: Create rigorous interim assessments that provide meaningful data
- *Analysis*: Examine the results of assessments to identify the causes of both strengths and shortcomings
- *Action*: Teach effectively what students most need to learn
- *Culture*: Create an environment in which data-driven instruction can survive and thrive

Recommendations
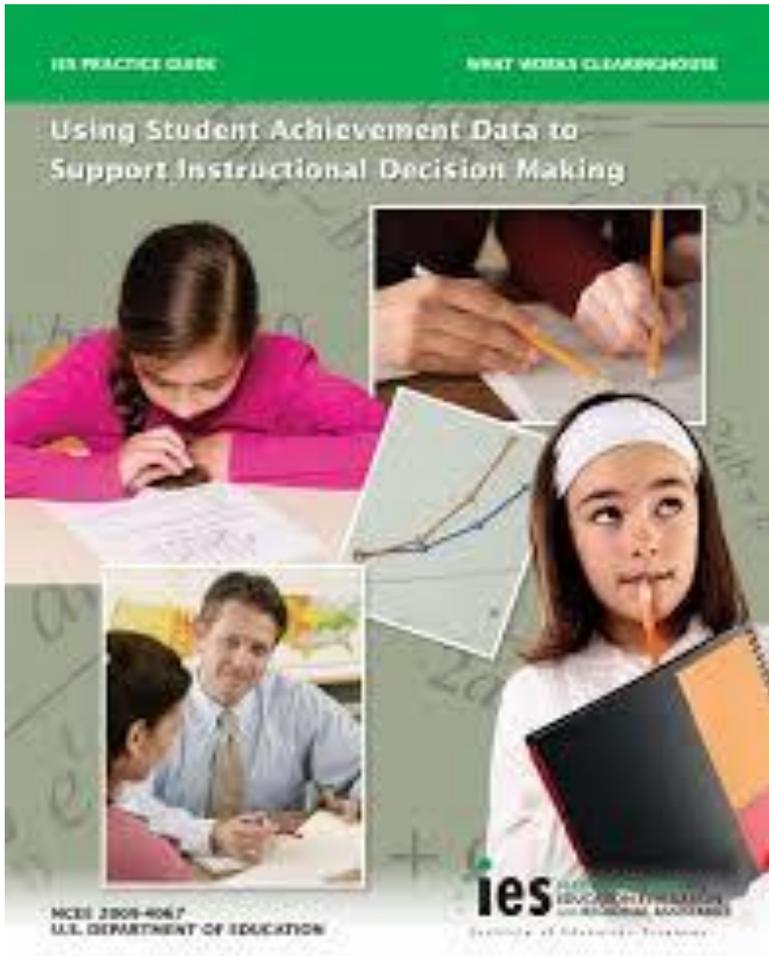
1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals
3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system
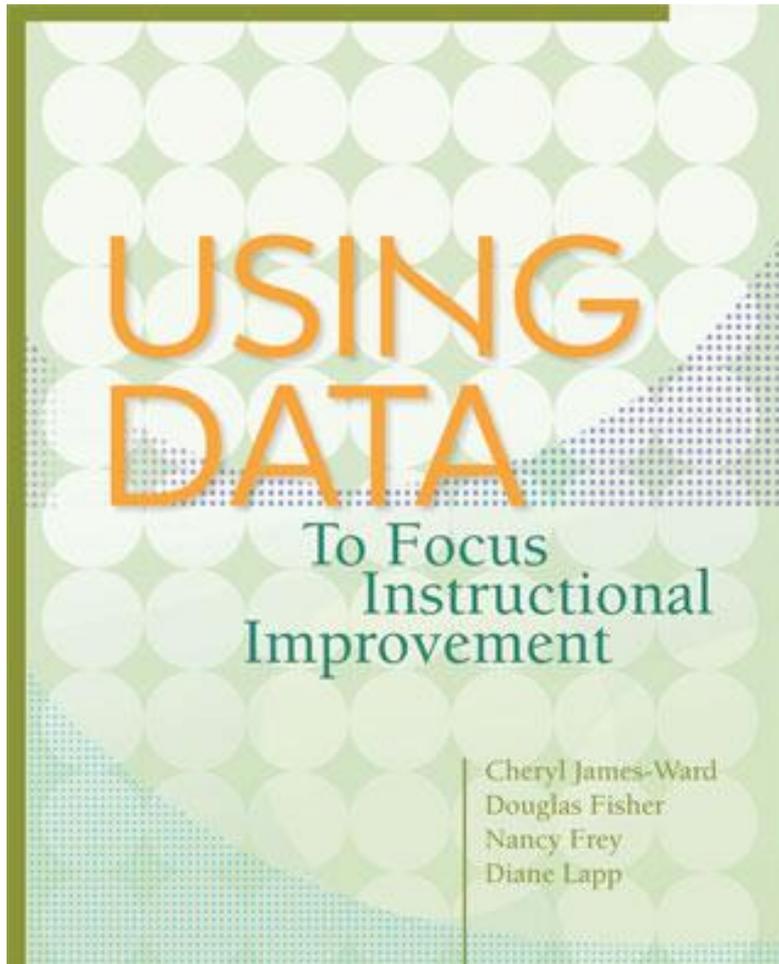
Monitoring Progress

1. Create and commit to pacing guides for similar courses

2. Create common formative assessments (including but not limited to those mimicking state-test formats)

3. Conduct item analysis (identifying trends by item and by student groups)

4. Engage in instructional conversations

The Gift Essay

In English 9 so far, we have explored the essential question, **How do our relationships help and hinder us?** We've considered this question in the context of several texts, including the novels *Tears of a Tiger* and *Of Mice and Men*. Now, you will construct an extended piece of writing (at least 500 words) that connects this essential question to your own life and to literature.

Your task is to write an essay in which you <u>explore a specific aspect of a relationship with someone who helped you in a particular way</u>. You must include the following:

- An introduction to the essay that engages and interests the reader

- A clear explanation of who the person is, and how she or he helped you

- Specific details and examples to support your argument that the person's actions were helpful

- A connection between the help you received and a piece of literature of your choice from either Strategic Reading or English 9

- A conclusion that ties the essay together

You are strongly encouraged to make a gift of your essay to the person about whom you write, and you will receive special stationery on which to print it when you are finished revising and editing.

From Chandler-Olcott & Zeleznik (2013)

The Gift Essay Scoring Rubric

Criteria	4	3	2	1
Introduction	Captures the reader's attention with a vivid anecdote.	Engages and interests the reader with some specifics.	Introduces the essay to the reader with a general focus.	Tells reader that this is an essay.
Explanation of Who the Essay is About and How S/he Helped	Includes detailed explanation of who the person is and insightful discussion of how s/he helped.	Includes a clear explanation of who the person is and how s/he helped.	Includes a general explanation of person and how s/he helped.	Either the explanation of the person or the help is missing.
Details & Examples	Uses numerous vivid details and examples.	Uses clear details and examples to support the argument that the person was helpful.	Uses vague or general details and examples.	Uses few details and examples.
Connection to Literature	Makes detailed and reflective connections between the essay and piece of literature.	Makes clear connections between essay and piece of literature.	Makes superficial connections between the essay and piece of literature.	Makes incomplete connections between the essay and piece of literature.
Conclusion	Brings the essay together memorably.	Restates the main idea of the essay.	Discusses the main idea of essay but may be confusing or unclear.	Has nothing to do with the essay.

The Gift Essay Rubric Summary

Student Name	Introduction	Explanation of Help	Details and Examples	Literature Connection	Conclusion
AJ	3	3	2	2	3
AW	4	3	4	3	3
GM	2	3	2	2	2
IB	3	3	2	2	2
IDa	2	3	3	2	2
IDi	2	3	3	3	3
KH	-	-	-	-	-
QH	3	3	2	2	3
LR	3	3	3	3	3
MK	3	3	3	2	3
MM	3	2	3	4	2
NM	4	3	4	3	3
NW	4	4	4	4	3
SL	3	3	2	2	3
SW	3	3	2	2	2
TC	3	3	2	3	2
TL	3	3	3	3	2
AVERAGE	3.0	3.0	2.81	2.65	2.56

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Other Resources

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