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Step 3: Digging Into Data

Priority Question

The priority question that I am trying to answer is how I can improve engagement and student success rates through the collection of data, especially since my students are in a tech-heavy and tech-reliant subject, have mixed levels of experience with tech, with some students being ELL from various nationalities, and given the nature of my school being a BYOD and mixed tech environment.

Explain Your Choice of Data

While reviewing the "Which Data To Dig Into?" section I came across an interesting point about student reflections and using these reflections as data. In my program, I have recently begun to have students fill out a self-assessment form where they can grade their own work using the success criteria I provide when assigning the task at the beginning, which is the same assessment form I use to grade them and share their mark with them after their work is completed.

Occasionally, students assess themselves exactly as I assess them. And occasionally they are completely off, and in most cases, they are over-assessing their abilities. At my school we use standards based grading and I use the ISTE Standards For Students, where students are graded on a 5-point scale using the words *Mastering, Developing, Approaching, Beginning, & Insufficient*, with "Mastering" being a level 5 and "Insufficient" being a level 1. One piece of data I can use from my students' reflections is to average out the scores they are assigning to themselves, then compare these to the scores I am assigning to look for differences. I can then use that information to think about why there may be such a large difference and reflect on my own practice.

Following this, I can then collect qualitative data where students can be polled to see if they understand whether I am making my expectations clear, or if students understand

what "Mastering" actually looks like in any given assignment. I can then take this a step further and collect data on whether my students are ELL's or have had limited access to tech growing up (which are factors I mentioned in the previous step as to why I feel students may not be as successful in my class). I can then compare all of this data to see how I can adjust my practice to account for these areas of concern, which could hopefully increase engagement, understanding, and student success rates in my programme.

Share the Data and Your Analysis of it

Below I have included some screenshots from assessment spreadsheets students have filled out in my class upon completion of a recent unit (with the left half of the spreadsheets cut off). This was done in Google Classroom where I shared the original spreadsheet with all students by attaching it to their assignment and selecting "Make Copy For Each Student" then as I graded their work, I added my own assessment to their spreadsheet for their reference and immediate feedback, while I entered the final grades into my official grading system, PowerSchool.

The black and white check-boxes are the success criteria for each assessment, and the colored check-boxes are the final grades for respective assessments. If there is only one success criteria, there is no debate what the final grade will be for that assessment standard, otherwise, the overall assessment can be looked at as an average of each of the success criteria. With each student included below, I have added a few personal observations, which are mostly qualitative in nature for context.

Student 1 STUDENT SELF ASSESSMENT Final Assessment AP DP MP **~** ~ П \checkmark ~ **~** ~ \checkmark **V V** П \checkmark \checkmark \vee \checkmark \checkmark \checkmark **V V ~** \checkmark **V ✓** \checkmark \checkmark \checkmark \checkmark \checkmark \checkmark **~** \checkmark \checkmark **~** Student 2

Thoughts on Data

This student has been pretty good overall this year, however, I think he is only taking the class because he needs the credit. He is ELL, and I've noticed some areas where he has struggled and misunderstood instructions, however, in this case, it seems he misunderstood what was worth a higher grade and lower grade, as he underassessed himself slightly in this particular project.

ELL? - Yes
Generally Engaged In Class? - Somewhat
Often Late/Absent? - No
Observed tech proficiency? - Some
Grade - 11

Thoughts on Data

STUDENT SELF ASSESSMENT				Final Assessment					
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This student has struggled in my class in a variety of ways. He hasn't submitted a large portion of practice assignments, is often late with his work and is late to class, and I wasn't surprised to see him do poorly on this assessment, due to his low level of observed technical proficiency and poor self-organizational skills. However, I was surprised to see that he graded himself at such a low level.

He has shown some improvement since the beginning of the year, however, he is still struggling and needs more support, especially since he is ELL. Viewing this data helps me understand that he needs to have a better idea of what is expected, and what different levels of success look like in these projects.

ELL? - Yes
Generally Engaged In Class? - Somewhat
Often Late/Absent? - Low
Observed tech proficiency? - Low
Grade - 10

Student 3

Thoughts on Data

STUDENT SELF ASSESSMENT					Final Assessment				
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This is a student that typically struggles, and I have often wondered if it is because he is a bit younger than others in class. This student has had difficulty understanding goals and instructions, which may be why he underevaluated himself in some areas, and I have worked with him to help him take the necessary steps to be successful.

In his case he was overall successful, however, didn't quite understand fully what level he was demonstrating in the success criteria. This can be an area for me to address in my teaching.

ELL? - No Generally Engaged In Class? - Yes Often Late/Absent? - No Observed tech proficiency? - Low Grade - 10

Student 4

Thoughts on Data

STUDENT SELF ASSESSMENT				Final A	Asses	sment		
	ВР	AP	DP	MP				
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This student is one of my higher level students who often creates high quality work. She is often quite thoughtful about her work and in this case took her self-assessment seriously and rather closely assessed herself to how I assessed her.

This student needs little support to be successful. This is confirmed with this data.

ELL? - No Generally Engaged In Class? - Yes Often Late/Absent? - No Observed tech proficiency? - High Grade - 12

Learner-Centered Problem (LCP)

From my collected data, it's difficult to pin-point a definitive reason for lower grades in my class. I have hypothesized that students who are ELL may be at a disadvantage, as they may have a more difficult time understanding what is required of them, however, I feel a stronger indicator of success in my class is a student's prior tech-proficiency level. Therefore, the Learner-Centered Problem will be the need to support students with lower tech-proficiency to ensure their continued success.

ALLOW COLLEAGUES MAKE SENSE OF DATA

Questions:

- 1. Can you think of other qualitative data that could be added to determine low engagement?
- 2. Would you recommend modifying my data collection methods in any way?

Please use the "add comment" feature to answer these questions.

REFLECT on your learning, ASK for feedback and PROVIDE feedback

This step was an interesting process. Having had this data already collected, I hadn't taken the opportunity to formally analyze and synthesize the results, but rather, used it to enter in grades and provide feedback to students. This allowed me the opportunity to reflect on my practice and I appreciated the exercise of applying the data to possible reasons why students are doing poorly.

Additionally, this was the first time I formally used a variety of qualitative data in concert with quantitative data to find correlations and underlying reasons why students may be underperforming. From the examples of data I have analyzed here, it has allowed me to develop a better method for further analysis in the future, and incorporating form student polls (just like I mentioned in the previous step) on ELL status, tech proficiency, and other areas would be very helpful to further support.

That being said, one of the conclusions I mentioned above regarding students with lower tech-proficiency doing more poorly in my class is not something I can easily address, as that is a feature of my school where there is low tech-integration in many other areas. However, this data does help me understand that these students are typically students who are less successful, and are students who I can target throughout the year for further support.

Questions for instructor:

- 1. From the data provided, do you agree with my self-assessment?
- 2. Can you think of other areas of qualitative data collection that would benefit me in my context?
- 3. Would you recommend modifying my data collection methods in any way?

REFERENCES

Mintz, E., Fiarman, S. & Buffet, T. (2013). Digging into data. In Boudett, K., City, E. & Murane, R. (Eds.) (2013), *Data Wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Chapter 4, pp. 89-107.)

Collings, Natalia (2021). *Textbook with assignments for EDU 662*. A file posted on course LMS.

SELF-EVALUATION CHECKLIST

Complete the following self-evaluation. If you see the criteria that you have not yet addressed, address it. Type YES for each criterion once you address it. Then, post your work in our course forum.

CRITERIA	YES/NO
 1. My work is guided by this step's objectives and ultimately selected ISTE and InTASC standards, specifically: I explained how the qualitative data I chose to include will help explore my priority question, I shared relevant parts of this data and presented my analysis of it, I articulated the learner-centered problem based on this analysis. 	yes
2. My work demonstrates in-depth engagement with the summary of	yes

concepts provided by the instructor AND assigned sources. I included at least 2 indirect or direct citations from them, using APA. I avoided double citing, i.e. I did not directly cite the secondary sources cited in the sources I read as primary. I tried to summarize ideas expressed in the primary sources and cite them directly. If citing the secondary source was necessary, I cited it like this: (McDonald & Isacoff, 2018, p. 4, as cited in Collings, 2021, p. 62).	
3. I requested specific feedback from my peers to help me further advance my proficiency in ISTE standard 7.	yes
4. I signed up in our google doc on Bb to provide feedback to 2 peers.	yes
5. I reflected on completing this assignment, asked for specific feedback from the instructor , and provided feedback about what worked well for you and what could be improved in the future.	yes
6. I edited the list of references and left only the sources I cited.	yes
7. I completed the self-evaluation checklist.	yes

If you meet or exceed all criteria in this checklist, the instructor will post your grade for the assignment as an A in the Grade Center on Bb and provide feedback in a comment for the grade entered. Otherwise, the instructor will send an individual email clearly asking for revisions and providing feedback on what needs to be done.