



Assessment and Design Strategies for Improving Student Learning EDUC 698V



Data Resources Scavenger Hunt

DIRECTIONS: Read each question below. Each question includes a link to a Web site where you can find its answer. (You might need to surf the site a bit to find the answer) Write the answer on the line.

1. Where do you go to find a variety of statistical data about DCPS? Please list the URL and then navigation instructions needed to access the data.
<http://www.k12.dc.us/dcps/home.html> Main page District Schools -> student data will go to page with sat 9 and SAT (demographics and student characteristics not updated yet). Also in box on right is the “real” access to data
2. What data can you find from the DCPS website? SAT 9 ; SAT;
<http://silicon.k12.dc.us/apds/APDSSummaryReports.asp> citywide, by division, by school data or customize data information (summary, disaggregated or matched scores); division 1,2,3 t-schools, middle/JR high and high school; reading and math; from spring 1999 to current and for 5 year trends; ethnicity, gender, sp ed, lunch, ESOL, Title1; and can get graphics or raw scores
3. What does APDS stand for? Academic Performance Database System
4. What’s the difference between the SAT-9 and SAT data profiles and the DCPS Academic Performance Database profiles? **The Stanford Achievement Tests, 9th Edition** (SAT-9) are administered in the District of Columbia Public Schools each spring. The spring scores are presented here. The results of these tests are used to measure what students have learned and look at the areas in which they need more help.

The tables of SAT-9 school data are different than they have been in previous years. They present the school data by grade and they include five years of data instead of just the most recent year. They also present school mean scores instead of the percent of students at each proficiency level. The mean scores provide simpler data that make it easier to make comparisons across grades and content areas.

The mean scores are computed using Normal Curve Equivalent (NCE) scores. These scores range from 1 to 99. The national average is always 50. In broader terms, scores below 34 are considered below average; scores between 34 and 65 are considered in the average range; and scores above 65 are in the above average range.

NCEs are linked to Percentile Ranks (PR), which indicate the percent of students that scored below a given score. The table below shows the link between NCEs and PRs. And they have by school level (and grade level); by school (each school) and data for reading and math

SAT scores

1999-2003 for each high school on Verbal and mathematics

other data see question above

5. On <http://silicon.k12.dc.us/apds/APDSSummaryReports.asp> , find the summary data for your school. In the spring 2003, what percentage of students in grade 9 and grade 10 had below basic performance in reading? In math? **Answers will vary**

6. Compare the performance of your school for the past 5 years for both reading and math. **Answers will vary—task to get use to collecting the data in the interactive environment**

7. Why is your school's data difficult to judge? **Some are difficult (but not all) if some populations are low (2-3 students in an ethnic makeup) since they can not be included. Also "own voices" many students do not take –come and go etc...**

8. Compared to the general population on which test does your school have a higher percentile rank? **Answers will vary**

9. Where can you find the explanation or definitions of “Below Basic”, “Basic”, “Proficient”, and “Advanced” Proficiency Levels for Math and reading. **Academics (off the main page) -> curriculum -> curriculum -> content standards -> click on box in right corner the standards for Teaching and Learning (not the introduction but the level of instruction) -> the overview for each of the specific areas will have the definitions on the last page of the document**

10. Go back to the <http://www.k12.dc.us/dcps/home.html> site (DCPS homepage) and navigate to the curriculum standards.

a. How did you get there? **Academics -> curriculum**

b. Locate your subject and grade level content standards (Standards for Teaching and Learning). What pathway did you take to get there? **See #9**

c. What are the 3 “categories” listed under each content standard and what are the differences between these categories? **performance standards; essential skills and technology integration**

11. What does the * indicate (under Essential skills)? **skills that are aligned with the Stanford 9 test**