



IT WORKED!

Making Data-Based Decisions to Improve Student Performance

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My school was given the direction from our state department to report 3-4 pre- and post-common assessment each quarter that addressed the standards and gave an indicator of student growth.

At first, we asked teachers to generate their own assessments and to provide their reports to us as indication of what they noticed from the pre- and post-test and what revisions they made to their lesson plans. With over 25 teachers in the building, this created a huge collection of documents and additional work for the teachers that wasn't giving us the results we wanted.

So, we started asking around for a better option and came across Edulastic.com. This free service was used for 5 months before we decided to purchase the district license in order to collectively push out our common assessments and to gather district wide reports to compare grades and classes more easily.

Edulastic.com allows you to access it via a login or through Google classroom. A teacher syncs their account with their google classroom rosters to enter the students into the system. (An alternative is to manually enter each name or have the students' login and create an account using a teacher code).

The teacher can either use pre-existing tests or generate their own tests aligned to their standards of interest. The software allows you to select pre-existing open source questions or to generate your own questions. It offers TF, multiple choice, multiple response, drag and drop, short answer, and essay options at various Depth of Knowledge levels. We could select a pre-existing test and edit it to your liking. When you save it, you can publicly or privately share the test. Assessments can be printed in order to make instructional accommodations.

Our district used the assessments for review, guided practice, addressing standards students struggled with, and as pre post assessments to make instructional decisions, for interventions, and as an indicator of growth. The outcome has been that teachers collaboratively work on their common assessments and we get excellent diagnostic reports by standard, question, student, class and grade. It was effective because we dig into the questions to determine the misconceptions students are having and realign the curriculum to address issues we have collaboratively identified. We are making data-based decisions district wide that have ultimately lead to more collaborative analysis during PLCs and higher student achievement. On reflection, I would have invested in the district license sooner to obtain the advanced report access and ease of implementation through district push out.

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