

Data Cycle Report

Neudecker, 3rd Quarter

Data Cycle Participants:	Course Title:	Students' Grade Level:
██████████	Band	9-12

COROLLARY QUESTION #1 - WHAT DO WE WANT STUDENTS TO KNOW AND/OR DO?

Priority Standard(s) - List below the priority standard(s) that will be assessed in this cycle and explain why you chose to assess it in this particular unit. You may use a shortened version of the standard (please consider using the student-friendly "I can" learning target), but please include more than just the coding number for your standard (W.III.A.1.2).

February 2	<p>Data Team Selected Priority Standards:</p> <p>Music Performance: I can apply stylistic elements needed to perform various genres and cultures</p>
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Data - Include below a link to your pre- or mid-assessment (and scoring guide if appropriate) that you are using for data collection. If your assessment is not a paper/project type of assignment, feel free to describe your assessment and how you are scoring it. You may fill in the information in the box below or you may type the description in a document and link to it. Details regarding linking to files are provided in the "Notes" section above.

February 19	<p>Pre- or Mid-Assessment:</p> <p>March of the Trolls, measures 1-37, pre-test (Symphonic Band) Rubric (it's setup in Google Classroom, it's real ugly here)</p>
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COROLLARY QUESTION #2 - HOW WILL WE KNOW IF THEY LEARN IT?

Raw Data - Upload the data you received from your pre- or mid-assessment. You may create a document and create a

table with scores. INCLUDE: student names, scores, and your cut-off scores for proficient, close to proficient, far but likely, and intervention required.

March 25

Data from Pre- or Mid-Assessment:

[March of the Trolls Data](#)

Summarize Data - Calculate the percentage of students in each category below.

Proficient	Close to Proficient	Far But Likely	Intervention Required
<u>22</u> %	<u>11</u> %	<u>56</u> %	<u>11</u> %

Create a SMART Goal - Using the data above, create your data cycle goal—in other words, by the end of instruction for this priority standard how do you want your data to change? The basic suggested formula is % proficient at summative = sum of percent of proficient, close but likely, and far but likely from the pre-/mid- assessment. As a teacher you know your standards, their difficulty level, etc. You are **not** required to use this formula, but if you are looking for a place to start consider those values.

22 % of proficient will increase to 90 %

Identify Misconceptions/Errors - In the cell below, identify and list the common misconceptions or errors that students are making based on your data analysis.

Lots of students are struggling with rhythms and 8th/16th note runs. Most of the recordings tend to run about 2 minutes, when they really should only be about 1 minute. That tells me that they are struggling enough that they are also playing WAY under tempo.

COROLLARY QUESTION #3 - WHAT DO WE DO IF THEY DON'T LEARN?

What does the data tell you? - Link to a document or type your response to your data in the cell below. Here are some suggestions of what you might want to include: What instructional strategies could you add to help with these concepts? Are the students on track with where you would expect them to be at this point in the unit/learning? What adjustments, if any, do you need to make to your unit plan? What formative assessments do you need to add or change? What activities or plans do you have for the students in the "intervention required" group? What ideas has your data team offered that may help improve learning (even if you are a singleton and your team is not collecting data with you)? How does this affect additional information you will be providing for the priority standard?

February
19-March 26

As I'm grading the pre-test, I'm reminded that I completely dropped the ball by not grading them MUCH sooner so the feedback would be valuable. Total fail on my part. In real life, we would make sure everyone is more comfortable with the 8th/16th note runs. Confidence is a HUGE problem, but that comes with better knowing a piece. In hindsight, this would be better done as a mid-assessment as opposed to a pre-assessment; thus eliminating the need to redo, if students were proficient.

Retakes - Link to a document or type a response below that provides the requirements for student retakes and explains how students will demonstrate that they have increased their learning before retaking the assessment. Include your time frame for retakes.

Requirements for Retakes:

Students are encouraged to earn 80% or better on their playing assessments. They may retake and resubmit as many times as they need to. Using GoFormative allows students to listen back to their playing before they submit. They are also allowed to retry before submitting. This often allows for "unintended" practice. If a student is really struggling, they are encouraged to sign up for lessons after school, or come when a seminar is open.

Timeframe for Retakes:

Students have until the end of the quarter, but I'll typically take retakes until the end of the semester.

COROLLARY QUESTION #4 - WHAT WILL WE DO IF THEY ALREADY KNOW IT?

What do you offer for enrichment or extension? (Keep in mind that this may not apply to you, but if you do have something in mind it may be helpful to record or link to those resources here so that next year you already have some ideas to build upon.)

February
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Enrichment:

Students that know the material for class are always encouraged to work on audition music for District Band, and/or take solos and/or small ensembles to District Music Festival.

COROLLARY QUESTIONS #1, 2, 3 (AND POSSIBLY 4)

Please link or describe your post-assessment in the cell below.

March 26

Assessment -

[March of the Trolls, measures 1-37, pre-test \(Symphonic Band\)](#)
[Rubric](#) (it's setup in Google Classroom, it's still real ugly here)

Raw Data - Upload the data you received from your post-assessment below. You may create a document and create a table with scores. **INCLUDE:** student names, scores, your cut-off scores for proficient, close to proficient, far but likely, and intervention required.

(replace this text with the date of the team meeting in which you analyzed data)

Data from Post-Assessment:

[March of the Trolls Data](#)

Summarize Data - Calculate the percentage of students in each category below.

Proficient	Close to Proficient	Far But Likely	Intervention Required
56 %	44 %	0 %	0 %

Check your SMART goal - Recall: the basic suggested formula is % proficient at summative = sum of percent of proficient, close but likely, and far but likely from the post- assessment. You are **not** required to use that formula.

(replace this text with the date of the team meeting in which you reflected upon the SMART Goal)

What is your percentage of students scoring in the proficient category? 56%.

Did you meet your SMART goal?

- Yes
- No

Write reflection responses to the following questions:

- What instructional strategies worked best for you/your team?
- What have you as a team learned?
- What would you/your team do differently in the future as a result of your data collection?
- Did you learn from the retake process anything that would be helpful when you are teaching these concepts during the main unit next time? (Did you have success with an intervention teaching strategy or activity that would be helpful for all students or is there a formative assessment that you feel you should add or change to catch any issues before students take the summative?)

Email over spring break

Reflection:

My time management skills and procrastination problems are not serving me well. While I am continuing to grade this assessment, I did not complete grading the entire group. I also TOTALLY failed by not grading the pre-assessment before giving the post-assessment. While feedback was provided in rehearsal, it would've been much better for each student to have received specific feedback from which they could grow.

In the future, I think a mid-assessment would be more beneficial, as those who reach proficiency don't have to retake, thus saving time for them and me.

I don't like how my rubric is set up with "Exceeding," "Meeting," "Approaching," etc. It's misleading. Those who are doing well, but not AMAZING, aren't really exceeding, they're just meeting. But, it's hard to justify taking off a point if they are simply meeting the standard. In the future, I will change my

rubric to "Proficient," "Close to Proficient," "Far but Likely," and "Intervention." I also need to add a criteria for musicality and articulations.

Retake Assessment:

I was pleased with the results of the post-assessment/retakes. I do believe the students grasped the concepts, I just could have done better providing feedback in a timely manner.