

Data Cards

Materials:

- Poster board. You'll need one color for each grade level you want to represent.
- Highlighter tape, enough colors so each teacher at one grade level can be represented by a different color.
- 1 black sharpie permanent marker pen for each grade level teacher.
- 1 Package small dots, assorted colors, about 1/8 inch in diameter

Getting Started:

1. Cut poster board in half lengthwise, creating two 11"x22" pieces.
2. Measure 3 inch columns across both sides of the 22" poster board.
3. Label the top of each column with DRA levels and/or IRI levels.
4. Assign each grade level a color, for example: Kindergarten = red, First Grade = blue, Second Grade = orange, etc. (We prepare three different data cards for each grade level ; one for reading, one for writing and one for math.)
5. Laminate

Building the board:

1. Each teacher brings their reading assessment data to the collaboration meeting.
2. Each teacher chooses a color of highlighter tape and writes each student's name on it (colored file folder tabs work as well).
3. Teachers place each student's name in the column which matches their current reading level.
4. Teachers place a colored dot on the student's names, indicating the special services they receive, for example, red dot = special education services, blue dot = ELL services, green dot = Early Morning Intervention services.

Teachers, principal and support staff then evaluate the board, discussing what is working, what isn't working, and how resources and materials might be used to support students falling below standard. This is where the real power of Data Cards lies.

Possible questions:

- Who surprises you? Why?
- Are all the students who fall below standard receiving extra support? Is the intervention working?
- Are there students who were previously below standard that are now meeting standard? What made a difference for them? Can they be graduated out of their services to make room for another?
- What do you know about the students that are meeting standard? What is working for them?
- How are you meeting the needs of the students who are above standard?
- What support do you, a classroom teacher or support person, need?