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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 permanent marker pen for each grade level teacher.
* 1 package small dots, assorted colors, about 1/8 in in diameter.

Getting Started

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

Build the Board

1. Each teacher brings their conferring notebook with reading assessment data to the meeting
2. Each teacher chooses a highlighter tape color and writes each student’s name on a piece of tape.
3. Teacher places each student’s name in the column which matches their current level.
4. Teachers place a colored dot on the student’s name, indicating the special services they receive, for example, red dot = special education services, blue dot = ELL services, green dot = early morning intervention

Discuss

The real power of the Data cards is in the discussion with teachers, and support staff as they reflect on the board and talk about what they are seeing and learning from what the data is showing. They discuss what is working, what isn’t working, what resources and materials might be used to support students and what else they can be doing to help all students move forward as learners.

Possible questions

* What surprises you? Why?
* What strategies are you using with students that are on or above standard?
* What strategies are working with students that are not on standard?
* What else does each individual need to move forward?
* Are there students who were previously below standard that are not meeting standard? What made a difference for them? Can they be graduated out of their services?
* What support do you, the teacher or support staff need?
* Are you sharing the student’s conferring sessions in the [www.conferringnotebook.com](http://www.conferringnotebook.com) with each staff member and instructional leader?