

Assumption Card Shuffle Activity

Audience: 3-12 Teachers, Principals

Time: 20 minutes

PROCEDURES

- 1) Distribute blank index cards among the table groups.
- 2) Instruct participants to create a stack of cards that hold some of their assumptions about the item analysis data they will be viewing in D3A2. Remind them that there should be only one assumption recorded on each card.
 - Examples: the accuracy or value of the data; content areas and standards where their students excel and content areas and standards where they are weak; performance on different types of items
- 3) Ask participants to stack all their cards in the center of the table and shuffle them.
- 4) Advise group members to take turns selecting and reading cards aloud. Provide sufficient time for team members to engage in dialogue about each assumption read. Provide starter questions as a model for the group.
 - What is the thinking behind this assumption?
 - What inferences can be made?
 - What are some alternative interpretations of the assumption?
 - Can you generalize this assumption or is it specific to this context?
 - If _____ were true, would the assumption still hold?
- 5) Request each table group to share one to two interesting assumptions they discussed.
- 6) Revisit assumptions at the close of Module III to compare data observations and findings with assumptions.

COMMENTS TO FACILITATOR

Circulate around the room during dialogue time and model questioning strategies as appropriate.

This activity was adapted from Laura Lipton and Bruce Wellman's book entitled, *A Facilitator's Guide to Inquiry*.

LEARNING OBJECTIVE

Participants will surface underlying assumptions and beliefs about their item analysis data prior to data exploration.

DESCRIPTION

This activity gives participants an opportunity to surface their underlying assumptions about test results. These assumptions or beliefs often constrain thinking when analyzing and interpreting data. As the remaining Module activities unfold, participants have an opportunity to explore and question their assumptions.

MATERIALS AND RESOURCES

- Index cards
- Optional: Post-it notes
- Optional: Computer, projector, screen, speakers

VARIATIONS & EXTENSIONS

Substitute post-its for recording individual assumptions on index cards. Post-its can be placed on a wall to build an "assumptions wall." Whole group dialogue follows.

Use a video segment as an opener to the activity. Example: *The March of the Penguins*, http://www.youtube.com/watch?v=fZ_mlwnAmr0

NOTES