

First Thoughts

Audience: *K-12 Teachers, Principals*

Time: *20 minutes*

PROCEDURES

- 1) Pair participants and provide them with sample item analysis graphs from D3A2 or the Success Web site, as well as markers.
- 2) Direct pairs to respond quickly with their initial reaction to the visual data by writing sentences in the form of a statement or question on a cartoon speech bubble.
- 3) Pair up groups to share their responses, then ask for volunteers to report out to the whole group.
- 4) Lead a discussion on initial responses to the data, clarifying any misconceptions or differences of opinion that may surface. Ask probing questions such as “Are first impressions always accurate when it comes to reading data? Why or why not? Look for possible responses such as: we don’t know the teachers or students; we need more information about their situation/context; and we need more data. Affirm the importance of digging deeply into the data and having rich dialogue to uncover meaning.
- 5) Revisit with the group their findings from the data analysis sessions in Module III.
- 6) Explain that a short pre-assessment will provide information on how much time the group needs to spend with various activities planned for Module IV. Distribute the Module IV Pre-Assessment and give participants time to respond to the analysis of questions.

COMMENTS TO FACILITATOR

It is critical that participants bring their findings from the analysis of data in Module III to the Module IV work sessions.

LEARNING OBJECTIVE

Participants will activate prior knowledge about data and the critical elements in multiple choice and constructed response items.

DESCRIPTION

This activity is designed to help educators think globally about visual data. Participants respond to the data displayed on graphs through “speech bubble” writing. This provides an opportunity to elaborate on why our “first thoughts” are initial impressions only, and how it’s important to dig deeper before drawing conclusions. The activity concludes with a short pre-assessment used to provide facilitators with information to guide their planning.

MATERIALS AND RESOURCES

- OAT or OGT item analysis graphs from D3A2 or the Success Web site
- Module IV Pre-Assessment
- Markers
- Optional: Speech bubble cut-outs (either scrapbook stickers or Ellison dyes)
- Optional: Post-it notes, cash register

VARIATIONS & EXTENSIONS

Pairs brainstorm “headlines” instead of speech bubbles, writing them on cash register tape or strips of paper.

Reproduce graphs on chart paper. Participants record their speech bubbles on Post-it notes placed on their charts. Groups rotate, reading each other’s speech bubbles with the option of adding their own “first thoughts.”

NOTES