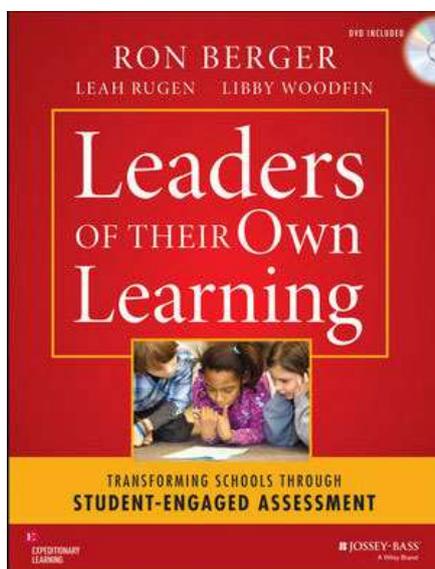


USING DATA WITH STUDENTS



One of the goals of LEA's Box is to make educational assessment and appraisal more goal-oriented, proactive, and beneficial for students. This article describes how using data with students builds their capacity to access, analyze, and use data effectively to reflect, set goals, and document growth.

Making Students Partners in Data-Driven Approaches to Learning

Teachers and school leaders everywhere collect and analyze data to make informed decisions about instruction that will support all students in meeting state and Common Core standards. However, in many schools, the power of data to improve student achievement is not fully leveraged because students are left out of the process. The most powerful determinants of student growth are the mindsets and learning strategies that students themselves bring to their work—how much they care about

working hard and learning, how convinced they are that hard work leads to growth, and how capably they have built strategies to focus, organize, remember, and navigate challenges.

When students themselves identify, analyze, and use data from their learning, they become active agents in their own growth. They set personal goals informed by data they understand, and they own those goals. The framework of student-engaged assessment provides a range of opportunities to involve students in using data to improve their learning. As the story about Jacelyn illustrates, using data with students has the potential to build reflective and confident learners with key dispositions of college and career readiness. Students use their classwork as a source for data, analyzing strengths, weaknesses, and patterns to improve their work.

- Students use their classwork as a source for data, analyzing strengths, weaknesses, and patterns to improve their work.
- Students regularly analyze evidence of their own progress. They track their progress on assessments and assignments, analyze their errors for patterns, and describe what they see in the data about their current level of performance.
- Students use data to set goals and reflect on their progress over time and incorporate data analysis into student-led conferences.

See [Making Students Partners in Data-Driven Approaches to Learning](#)

An excerpt from the book "[Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment](#)," by Ron Berger, Leah Rugen, and Libby Woodfin. This excerpt is from the chapter entitled "Using Data With Students."