



Data Use Resource: Using Data in Parent-Teacher Conferences

November 2014



Using Data in Parent-Teacher Conferences

Purpose

Data can be a great starting point in a larger conversation about a student's school experience. This resource provides guidance for using data in conversations with parents. **Moreover, the Wisconsin law requiring us to give PALS also requires that we communicate the results to parents in 4K, 5K, 1st, and 2nd grades.** Use these resources to assist in planning for sharing data in conferences.

Remember, data is any information you have about a student. It can include your professional observations, attendance, behavior, student work, formative assessments, and required assessments. Use multiple sources of information throughout your conferences.

The Best Practices handouts on page 3, 5, and 6 apply to all grades.
The staff Power Point applies to grades 4K-8.

Contact

For questions about this resource, contact Sara Hagen in the Data Use Office, shagen@madison.k12.wi.us.

Contents

[Handout of Best Practices for Using Data in Parent-Teacher Conferences](#) (page 3 for all grades, & also page 4 for grades 4K-8)

[Parallel Handout for Families for Using Data in Parent-Teacher Conferences](#) (English on page 5, Spanish—coming soon—on page 6)

[Power Point Facilitation Guide for Staff Development on Using MAP and PALS Data in Parent-Teacher Conferences](#) (Click [here](#) for Power Point) (page 7)

Other Resources

MMSD Standards for Family and Community Engagement (mmsd.org/facedocs)

MAP Data Use Guide (mmsd.org/datause)

Harvard Family Research Project (www.hfrp.org)



Best Practices for Using Data in Parent-Teacher Conferences

For Teachers

Prepare for the Conference

- Practice sharing a report with parents.
- Know the purpose of each assessment, and be able to explain it in parent-friendly language. (See next page for suggestions.)
- Know key assessment terms like “mean,” “benchmark,” and “percentile.”
- Decide which reports best show the information you need to share with parents.
- Choose examples of student work that demonstrate the student’s skills and knowledge.
- Help arrange for any needed translation assistance from your Bilingual Resource Specialist.

“BE HEARD”

Principles for effective parent–teacher conferences:

Best intentions assumed
Emphasis on learning
Home–school collaboration
Examples and evidence
Active listening
Respect for all
Dedication to follow-up

From the Harvard Family Research Project (www.hfrp.org)

Emphasize Growth and Learning

- Start the conference on a positive note.
- Call parents’ attention to evidence of growth and opportunities for future growth.
- Describe how assessment results connect to what the class has done or will be doing.
- Share any class or student goals that you have set that are related to the assessment.
- Let parents know how the student is performing in relation to district scores for their grade level. For example, you could say, “Your child is performing slightly below district benchmarks for a typical 6th grader.”

Use multiple sources of evidence

- Use assessment results as one piece of evidence in the larger conversation about the student.
- Explain how assessment results and student work contribute to decisions about differentiation, supplemental support, or specific interventions.

Follow up

- Spend the last few minutes of the conference discussing how you and the family will collaborate and communicate.
- Suggest one or two simple but effective strategies that parents can use at home.



Test Descriptions for MAP, PALS, and TS GOLD

Grades 3-8 (and 2 in a few schools)

MAP stands for Measures of Academic Progress. Student RIT scores are on an equal interval scale, which means it's like using the same yardstick from year to year to understand how students have grown. Our district uses this test in Reading, Math, and Language Use. The Student Progress Report shows projected growth for the year. It also shows areas of relative strength and weakness within each subject area.

Grades 4K-2

PALS stands for Phonemic Awareness Literacy Screening. This test is required by the state as a screener for all Wisconsin students, to show who may be at risk of developing a reading difficulty. PALS español is new this year. The Spanish version is being given in all K-2 classes where the language of instruction is Spanish. There is no Spanish version for 4K.

Grades 1-2

In grades 1 and 2, PALS includes spelling, word recognition, and reading out loud. PALS determines a reading level for each student, which is one of several tools used to gauge reading level.

Kindergarten

In Kindergarten, PALS includes Phonemic Awareness skills (knowing letter names and the sounds the letters make) and Concept of Word (applying letter and sound knowledge to reading words).

4K

Teaching Strategies GOLD provides a broad array of assessments for Social-Emotional Growth, Physical Development, Language, Cognitive Development, Literacy, Math, Science and Technology, Social Studies, the Arts, and English Language Acquisition.

In 4K, PALS includes Name Writing, Rhyme Awareness, Print and Word Awareness, and Phonemic Awareness skills (knowing letter names and the sounds the letters make). PALS preK is not a screening tool, and there is no benchmark score, only spring developmental ranges. The assessment provides information about what students need to learn next. PALS preK results should be shared within the part of the parent-teacher conference that focuses on Language and Communication. In 4K, PALS includes Name Writing, Rhyme Awareness, Print and Word Awareness, and Phonemic Awareness skills (knowing letter names and the sounds the letters make). PALS preK is not a screening tool, and there is no benchmark score, only spring developmental ranges. The assessment provides information about what students need to learn next. PALS preK results should be shared within the part of the parent-teacher conference that focuses on Language and Communication.



Best Practices for Using Data in Parent-Teacher Conferences

For Families

Prepare for the Conference

- Think about what you would like the teacher to know about your child.
- Talk to your child to get his/her perspective on classes, classwork, and friends at school.
- Think about what questions you have for your child's teacher.
- Ask for a Bilingual Resource Specialist to be present if needed to interpret.

Emphasize Growth and Learning

- Start the conference on a positive note.
- Listen for evidence of growth and opportunities for future growth.
- Ask about how assessment results connect to what the class has done or will be doing.
- Ask about class or student goals that have been set that are related to the assessment.

Use multiple sources of evidence

- Understand that assessment results are only one piece of information in the conversation about your child's school experience.
- Ask how assessment results and student work are used to make decisions about instruction for your child.
- Don't be afraid to ask questions about vocabulary or acronyms on reports or report cards.

Follow up

- Spend the last few minutes of the conference discussing how you and the teacher will collaborate and communicate.
- Ask what you can do at home to support your child's learning at school.
- Remember that attendance at school every day is critical to your child's success.
- Check your parent/guardian account on Infinite Campus at regular intervals. Ask the school office for help with passwords.

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This space reserved for Spanish Translation of Handout for Families
Coming Soon!



Staff Power Point Facilitator's Guide

Using MAP and PALS Data in Parent-Teacher Conferences

If your school uses only PALS or only MAP, hide the slides you don't need.

Materials: Handout for teachers (pages 3 & 4 of this document – copy back to back or open from mmsd.org/datause)

Click [here](#) for Power Point.

Slide #	Content	Additional Notes
1	Title Link to mmsd.org/datause Link to Data Use office	mmsd.org/datause links to the Data Use Toolkit Please explore the guides and resources.
2	FACE Standard 2 regular, two-way, meaningful communication about student learning	For all of the FACE Standards, go to mmsd.org/facedocs
3	Best Practices: prepare, emphasize growth, use multiple sources of evidence, and follow up	Refer teachers to the full handout (pages 3 & 4 of this document). Allow some time for reading, processing, and discussion.
4	Which reports? MAP Student Progress Report	This report is printed by the district. Spend some time familiarizing yourself with the report and practice explaining it.
5	For more help with MAP . . . Data Use Guide	mmsd.org/datause – then click on Data Use Guides – we update these monthly
6	Which PALS reports? PALS español	The only reports available for Spanish PALS are the Class Summary and the Student Summary. Other reports appear blank. DPI is aware of this disparity and they are pushing to correct it. Scores in parentheses are the Fall benchmark.
7	Which PALS reports? 2 nd grade teachers – Individual Instructional Oral Reading Growth	Recommended for 2 nd grade because students will have 3 data points: 2014 Fall, 2014 Spring, and 2013 Fall.
8	Which PALS reports? 1 st grade teachers – Individual Student Score History	This one is a little dense. Can print one student at a time, or print the whole class and then cut them apart. Practice explaining how a student did in relationship to the benchmark.
9	Which PALS reports? 4K and 5K teachers -- Individual Task Growth	These show the student's fall score for each area, plus the Fall and Spring benchmarks in Kindergarten and <u>spring developmental ranges</u> in 4K. Focus on areas for growth.
10	For more help with PALS Data Use Guide for Grades 1-2 Nov 13 Video link	Click on the videos – they're 3-minute screencasts for accessing and using Class Summaries, Reading Level reports, and using the Create Groups Tool Sharing PALS data with parents is <u>state law</u> in grades 4K, 5K, 1 st , and 2 nd .
11	For Deeper Learning links to FACE standards link to Harvard Family Research Project Please send us your best practice examples	Looking to deepen your understanding of Family and Community Engagement? – check out the mmsd.org/facedocs site.