

Steps in Self-Assessment of English Language Arts and Mathematics Programs

This four page insert will assist in the process of organizing and plotting EOG data by grade and content area. On this page, directions for the process are spelled out. Pages 2 and 3 include tables for recording classroom and state data for 1994-1999 and a graph for one goal (Goal Summary Reports are also available for 1993). Page 4 is a master that can be copied to provide additional graphs for recording data for other goals.

1. Obtain the Goal Summary Reports for each year since 1994 for your class. These should be available from your own files, from your principal, or from your district testing coordinator. Also obtain state averages by Goal and Objective *for your grade level* for the same years from the annual reports produced by the Department of Public Instruction. Principals and testing coordinators should also have these reports. (Note: Mathematics is reported as a Computation and an Application score as well as 7 Goal scores; Reading scores are reported for 3 Goals and 3 Objectives).

2. Record the percent of items answered correctly for your class and the state averages for the same years in the tables provided.

3. Plot the data on graphs as in the example above – one graph for each goal. Using the tables and charts provided, there will be seven graphs in mathematics and five in English Language Arts. For ease in creating and reading the graphs, use one color for the state averages and one color for your own classroom averages.

4. Look for patterns and trends, asking questions such as:

- Within each goal, are my groups of students scoring higher or lower over time?
- How are my groups of students scoring by goals compared to the state averages?
- Are there any scores that seem to be inconsistent with the others?
- If my students' scores are *not* consistent, why might that be?
- How would I summarize the data over time for each goal?

5. Reflect on ways to use this information to share expertise or to seek assistance in modifying your instructional program. Comparing classroom data by years with those from the school system may give additional information.

Percent of Items Correct

94 95 96 97 98 99

MATH

State Class State Class State Class State Class State Class State Class

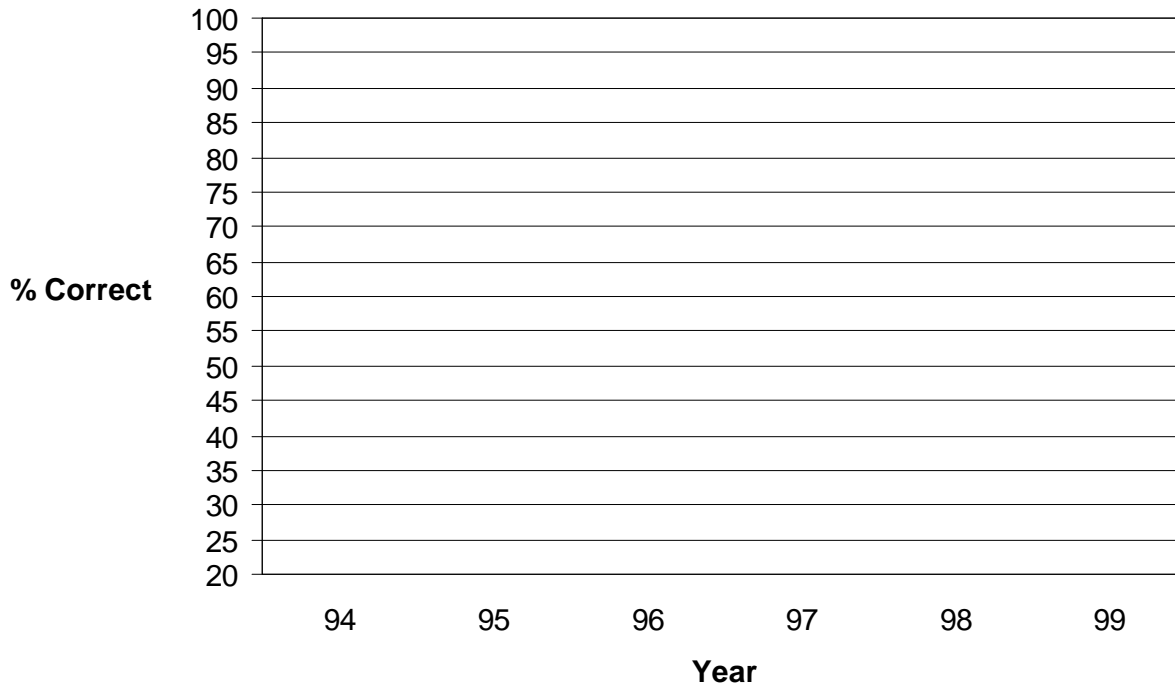
Computation

Application

- Goal 1: Numeration
- Goal 2: Geometry
- Goal 3: Patterns/Pre-Algebra
- Goal 4: Measurement
- Goal 5: Problem Solving
- Goal 6: Data/Probability
- Goal 7: Computation

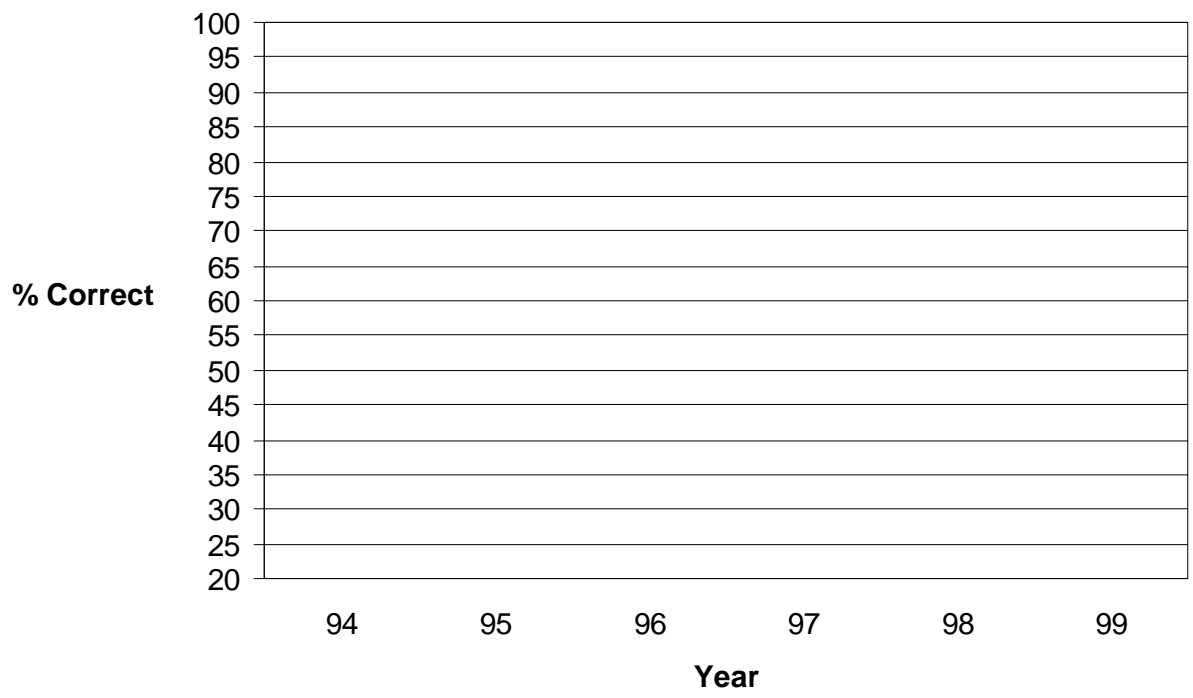
		94		95		96		97		98		99	
		State	Class	State	Class	State	Class	State	Class	State	Class	State	Class
Computation													
Application													
Goal 1:	Numeration												
Goal 2:	Geometry												
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Goal 7:	Computation												

Content Area: _____ **Grade:** _____ **Goal/Objective:** _____

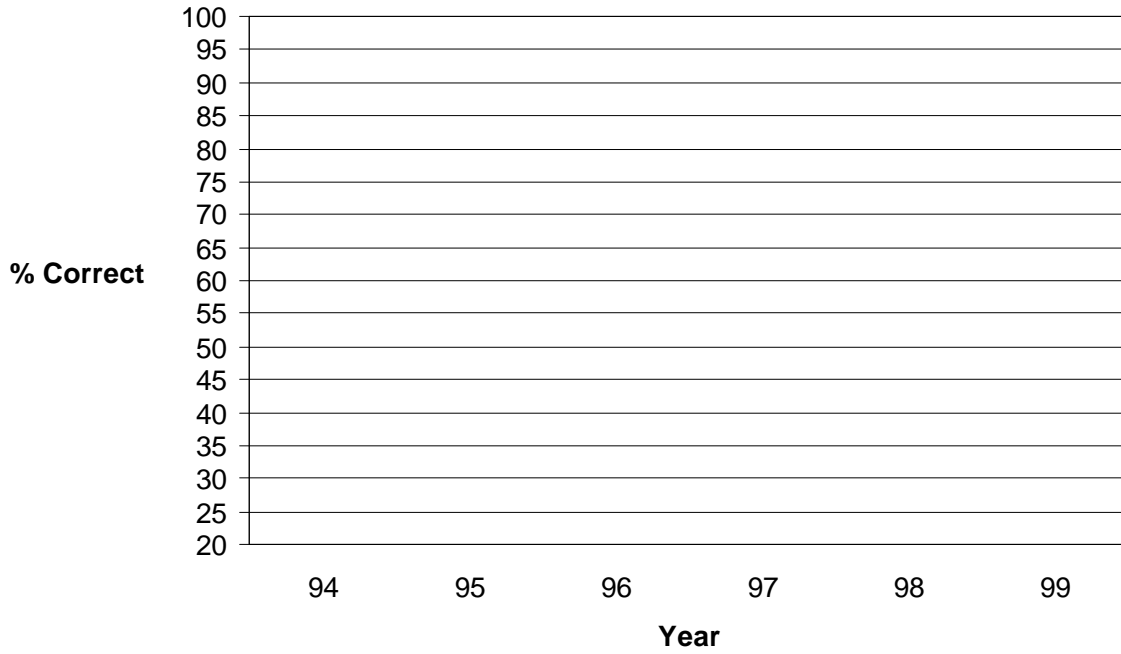


		Percent of Items Correct											
READING		94		95		96		97		98		99	
		State	Class	State	Class	State	Class	State	Class	State	Class	State	Class
Goal 1:	Skills Development												
Goal 2:	Acquisition/Application												
<i>Objective 2.1</i>	<i>Identify Information/Ideas</i>												
<i>Objective 2.2</i>	<i>Analyze/Synthesize</i>												
<i>Objective 2.3</i>	<i>Apply/Extend/Expand</i>												
Goal 3:	Critical Analysis/Eval.												

Content Area: _____ **Grade:** _____ **Goal/Objective:** _____



Content Area: _____ Grade: ____ Goal/Objective: _____



Content Area: _____ Grade: ____ Goal/Objective: _____

