



Evaluation of Resources to Support Diagnostic Score Report Interpretation

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1. How do we currently support teachers' interpretation and use of diagnostic score reports?
2. Study 1: Could a tutorial improve interpretation skills and confidence with score report use?
3. Study 2: What resources do they most need or want to help them interpret and use score reports?

Interpretive Guides

- Guide for parents, [integrated model](#)
- Guide for parents, [year-end model](#)
- Guides for [educators](#)

Score Report Tutorial

Focus Group Interviews

Research Questions

1. How and when do teachers **receive** DLM summative score reports?
2. How do teachers use score reports to inform **instructional decision-making**?
3. How do teachers talk to **parents** about score reports?
4. Are there additional **resources** teachers need to support their use of score reports for instructional decision-making?

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Data Collection

- Focus groups with 17 teachers from 3 states
- Eligible teachers indicated they:
 - currently taught one or more students taking DLM assessments in 2017-2018,
 - received DLM 2017 summative score reports for their 2017-2018 students, and
 - used the DLM 2017 reports during the 2017-2018 academic year.

Participants

- Taught students in all tested grades 3-12
- Covered all tested subjects (ELA, math, science)
- Represented urban, suburban, and rural districts
- Range of teaching experience

Years	ELA	Math	Science	Students with SCD
1-5	4	4	5	6
6-10	4	5	3	4
11+	7	5	6	5

Receiving Reports

- All received reports in the fall
 - Ranged from email notification to district meeting with discussion
- Shared a desire for **more information** when receiving reports, including direct access to interpretive materials and meetings to discuss how to interpret and use results

Resources: Parents

- Conferences and IEP meetings often inundate parents with information
- Making resources available online
 - Brief overview, such as a short video explaining system and calculation of results
 - Parent Interpretive Guide
 - Cheat sheets for tying academic content to day-to-day interactions (e.g., shopping)

Resources: Teachers

- More training:
 - e.g., 1) complete required training; 2) receive reports and discuss how to interpret; 3) planning instruction from report, including cross-grade collaborations
- Aggregate reporting:
 - Summary information to make instructional groupings more readily apparent

Resources: District

- More training at district level on assessment and interpretation to **facilitate professional development**
- District aggregated reports to identify standards or conceptual areas that tend to be more challenging
 - Use to identify resources to facilitate instruction in those areas

Key Takeaways

1. Awareness or utilization of currently available resources seems low among teachers interviewed, or they are not seen as useful
2. Teachers desire professional development to better understand score report contents and ways to use
3. Programmatic opportunities for making instructional and assessment resources more widely available to parents, teachers, and districts
 - Finding the right balance of local control and availability of resources
4. Next steps for instruction based on results
5. Collaboration

THANK YOU!

For more information: www.dynamiclearningmaps.org

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