Planning from Data with Topeka

Using Data to Plan and Implement More Effective Writing Instruction

Overview

In this guide, you will find resources to help you understand and interpret data, and implement interventions for students. You will find practical guidance on interpreting reports, designing student groupings, and understanding tools for implementing student-centered, data-informed instruction. For comprehensive support on implementing these strategies in distance learning, both in synchronous and in asynchronous scenarios, see Remote Learning with Topeka.

This guide is divided into sections based on teacher needs. Select the section(s) that best align(s) with your goals.

I'd like to…

- locate Topeka's reports and understand what I can learn from them.
- get ideas for how to group my students.
- learn how to address my students' needs with Topeka's resources.
- use rubrics to help my students improve their writing.

For more ideas for how to support students in revising their essays through modeling and productive feedback, see Supporting Revision with Effective Feedback for recommended best practices

What can you learn from Topeka's reports?

Topeka's reports can help teachers plan for whole class reteaching, small group intervention, and personalized intervention. Teachers can use this data to identify individuals for whom additional support is needed, and specific content areas for intervention.
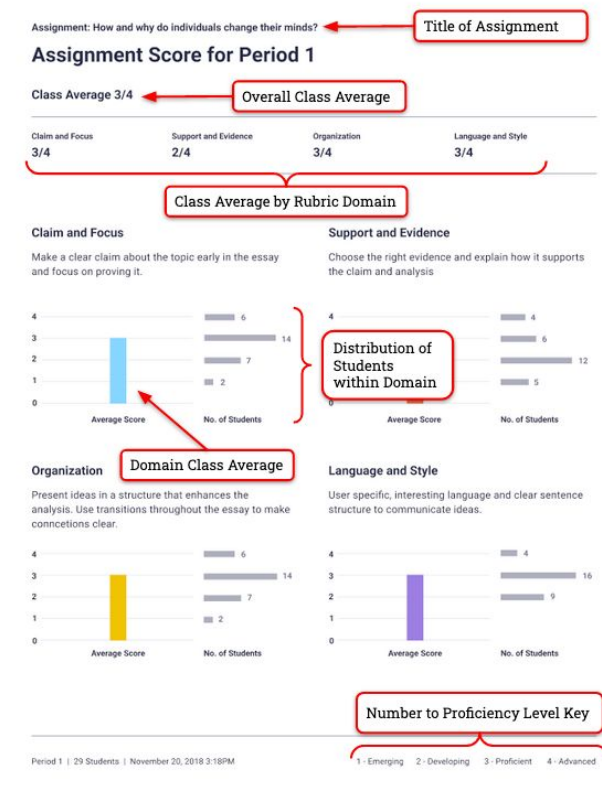
Understanding Topeka Reports

Topeka's assignment report and cumulative report each have two sections: a class report and an individual student report. The assignment report shows scores and averages for a single assignment. The cumulative report provides scores and averages across all assignments that have been completed through Topeka.

Class Level Reports

Each class report will show you the class average overall as well as the class average on each domain of the rubric. You'll also be able to see how many students earned each score (1–4) on each domain of the rubric.

Assignment Report
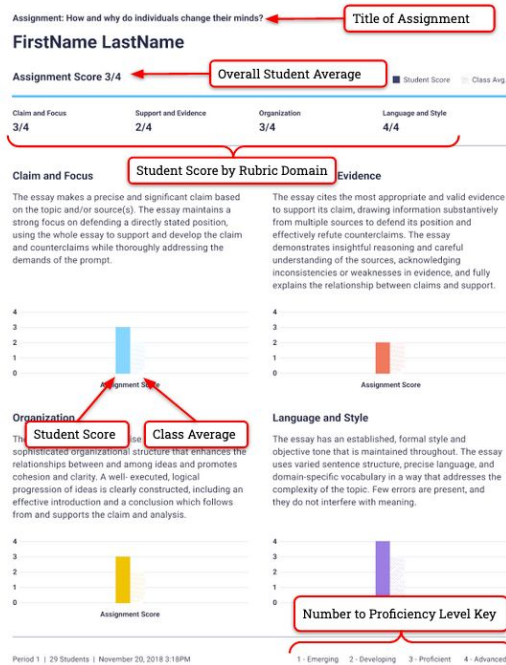

Assignment: How and why do individuals change their minds? — Title of Assignment

Assignment Score for Period 1

Class Average 3/4 — Overall Class Average

Claim and Focus	Support and Evidence	Organization	Language and Style
3/4	2/4	3/4	3/4

Class Average by Rubric Domain

Claim and Focus
Make a clear claim about the topic early in the essay and focus on proving it.

Support and Evidence
Choose the right evidence and explain how it supports the claim and analysis

Distribution of Students within Domain

Domain Class Average

Organization
Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.

Language and Style
User specific, interesting language and clear sentence structure to communicate ideas.

Number to Proficiency Level Key

Period 1 | 29 Students | November 20, 2018 3:18PM

1 - Emerging   2 - Developing   3 - Proficient   4 - Advanced

Cumulative Report

Period 1 Cumulative Report

Progress Over Time

Cumulative Class Average (all assignments across all domains)

Cumulative Class Average 1.9/4

Claim and Focus	Support and Evidence	Organization	Language and Style
2/4	1.3/4	2.3/4	2.3/4

Cumulative Class Average by Rubric Domain

Claim and Focus
Make a clear claim about the topic early in the essay and focus on proving it.

Support and Evidence
Choose the right evidence and explain how it supports the claim and analysis

Class average on this domain by assignment

Organization
Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.

Language and Style
User specific, interesting language and clear sentence structure to communicate ideas.

Number to Proficiency Level Key

Period 1 | 29 Students | November 20, 2018 3:18PM

1 - Emerging   2 - Developing   3 - Proficient   4 - Advanced

Topeka

Student-Level Reports

If you scroll below the class report, you'll also see an individual report for each student including the full text of their writing.

Assignment Report


Cumulative Report

The Topeka platform is designed as a formative assessment only. Because of the formative nature of the data, we do not recommend using feedback from it for grading purposes. For more information on how to use this data to personalize instruction, see Grouping Students Effectively or Addressing Need with Topeka's Resources in this guide.

Locating Reports on Topeka

Topeka has two types of reports available: an **assignment report** for each prompt and a **cumulative report** of all assignments. Your assignment reports will give you a detailed view of student performance on one assignment. The cumulative report will help you to see students' growth over time.

To view your assignment reports, go to your teacher dashboard by clicking on "My Classes."
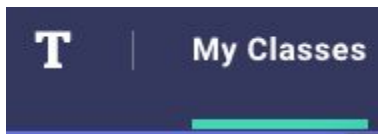
Click "View Class" on the class for which you'd like to review your report.
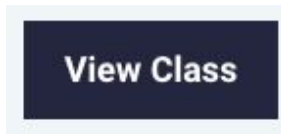
You'll be able to see all the assignments you've created for this class. Find the assignment you'd like to review and click "View Report" to open your assignment report. Reports are only available for assignments that have been closed and it will take about 30 minutes to generate a new report.

0/1 students submitted

Cell Phones in Schools - First Draft 🖉

Opened 08/26/20 | Closed 08/26/2020

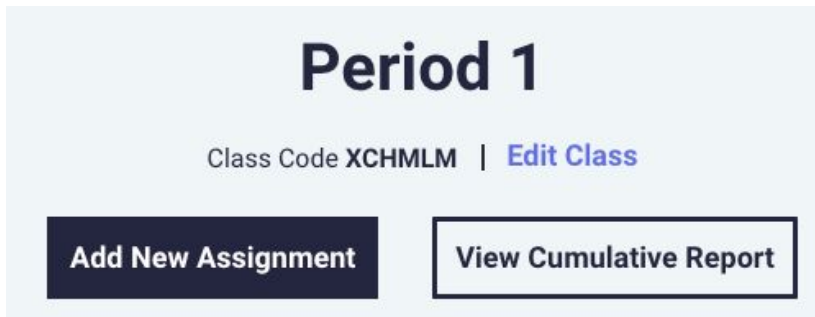View Report ⧉   Give Feedback ⧉   Re-Open

To view your cumulative report, go to your teacher dashboard by clicking on "My Classes."
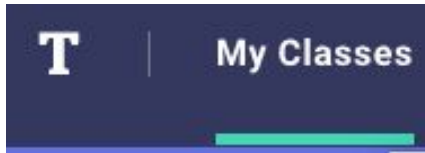
Click "View Class" on the class for which you'd like to review your report.
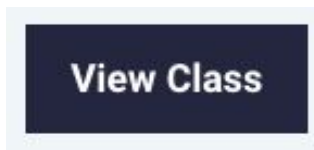
At the top of the page in the class details, click on the "View Cumulative Report" button to open your cumulative report.

How should I group my students for effective instruction?
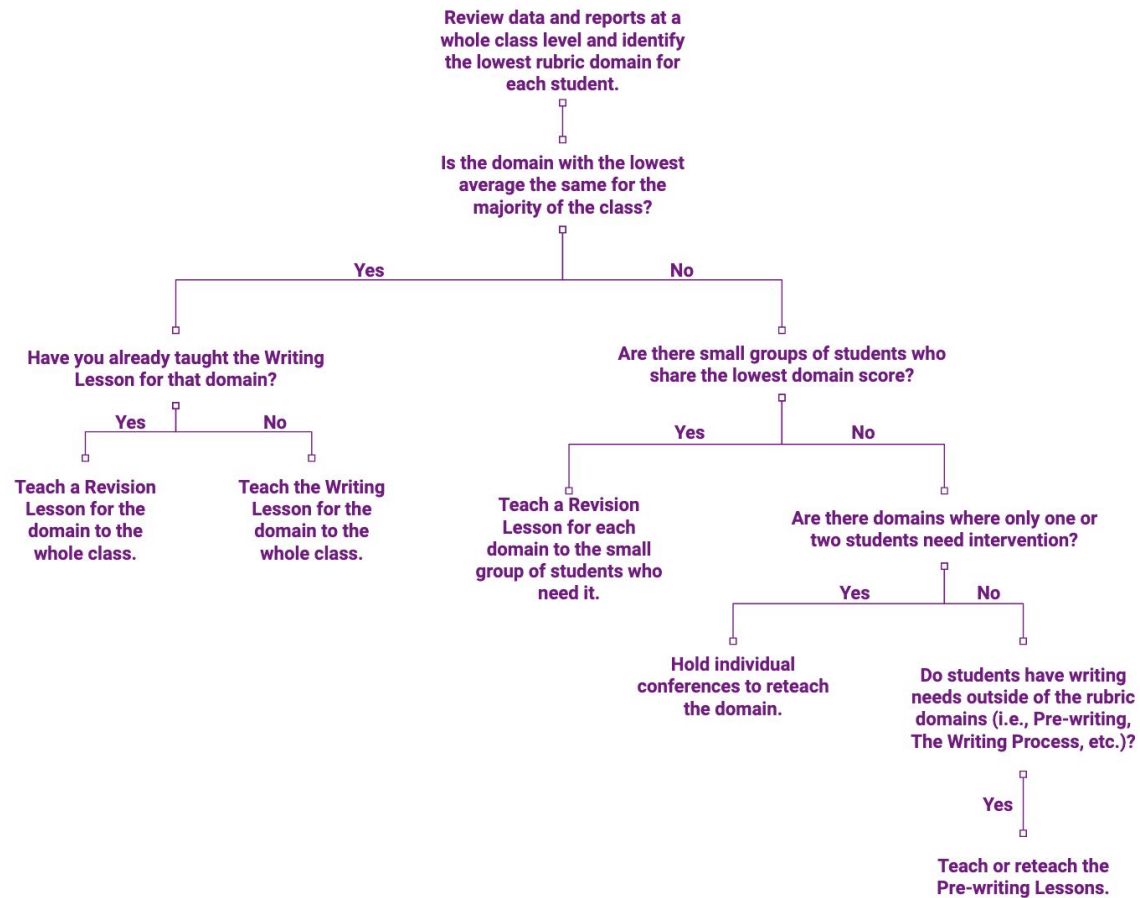
Planning Instruction

When planning instruction, Topeka's reports can help teachers elect the most effective instructional strategy and student grouping. This data will help teachers identify students for whom additional support is needed and specific content areas for intervention.

When revising writing based on the argumentative writing prompts within Topeka, domain groupings are often the first level of grouping for the practical convenience of scheduling space and time to focus on a single domain area. These groupings can be either whole-class, small-group, or individual. However, if pre-reading or other parts of the writing process are the issue, new groups may need to be formed to address those needs in more depth. When appropriate, students who demonstrate particular strengths in an area can be paired with other students who struggle in that area, so they can share in their own terms how they achieved success. Teaching a peer is a research-based strategy for learning; all students need one-to-one time with a knowledgeable other when it comes to writing instruction.

Determining Student Groupings for Teaching and Reteaching Decision Tree

Use the decision tree to determine groups for revision and intervention using data provided by the Topeka reports. See [Addressing Students' Needs with Topeka's Resources](#) for information and resources to use with students no matter the grouping.

Review data and reports at a whole class level and identify the lowest rubric domain for each student.

Is the domain with the lowest average the same for the majority of the class?

Yes

Have you already taught the Writing Lesson for that domain?

Yes — Teach a Revision Lesson for the domain to the whole class.

No — Teach the Writing Lesson for the domain to the whole class.

No

Are there small groups of students who share the lowest domain score?

Yes — Teach a Revision Lesson for each domain to the small group of students who need it.

No

Are there domains where only one or two students need intervention?

Yes — Hold individual conferences to reteach the domain.

No — Do students have writing needs outside of the rubric domains (i.e., Pre-writing, The Writing Process, etc.)?

Yes — Teach or reteach the Pre-writing Lessons.

How can I address my students' needs with Topeka resources?

Topeka provides a series of lesson plans to help address students' needs. These lesson plans can be used prior to engaging in the writing process as well as during the revision process. If pre-writing and writing lessons are not taught before writing, they can be used in the revision process as needed for individual students. These lessons, as well as revision lesson plans, can also be used for reteaching during revision.

Pre-writing Lessons

- Reading Closely to Make Arguments
- Introducing Highlighting and Annotating Text
- Introducing Organization

Writing Lessons

- Vocabulary for Writing Assignments
- Claim and Focus
- Support and Evidence
- Organization
- Language and Style

Revision Lessons

- Claim and Focus
- Support and Evidence
- Organization
- Language and Style

Revision Lesson Plans

Topeka revision lessons provide structure for addressing student challenges. There is a revision lesson for each domain of the rubric, so use the reports provided by Topeka to decide which lessons will be most helpful for your students.

Each revision lesson has a lesson plan and presentation that can be used for whole group or small group instruction. Additionally, each lesson has leveled activities that are designed for students' level of proficiency.

Revision Lesson Process

Step 1: Determine Intervention Needs—Review the reports from the initial writing exercise and select an approach to instruction: whole group, small group, or individual (see the [Grouping Students Effectively](#) section).

For example, for this assignment, the majority of students scored the lowest in support and evidence.

Support and Evidence

Choose the right evidence and explain how it supports the claim and analysis
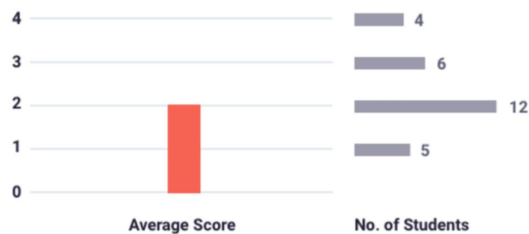
Need help with Support and Evidence? See our **Support and Evidence intervention resources**.

Step 2: Present Revision Lesson or Lessons—Activate students' prior knowledge and reteach fundamental concepts and assessment criteria found in rubric. Revision lessons can be presented to the whole class or small groups as is appropriate for your class.

Step 3: Individual (or Collaborative) Intervention Activities—Have students use leveled activities at their rubric proficiency level to plan a revision based on criteria for an individual rubric domain.

Using the report above, most students would need the worksheet for "Level 2: Developing," but students who scored higher or lower could also be given a worksheet that corresponds to their current level of performance.

How can I use the Topeka Argumentative Writing Rubric to help my students improve?

The Topeka Argumentative Writing Rubric has been designed to capture the key holistic elements of argumentative writing at different levels of proficiency. By helping students become fluent in describing their work using terms found in state standards and rubrics, we are empowering them with the academic language and technical insights to help them become more successful writers.

Reference Specific Rubric Elements During Drafting

As students draft and revise their writing, use the rubric as an anchoring reference. This will allow students to become deeply familiar with the language used to describe the domains and levels of proficiency. Referring to the rubric during drafting, self editing, and peer editing helps students begin to understand and put names to various aspects of strong writing.

Reference Specific Rubric Domains During Revision

Knowledge of the rubric provides a precise language that helps students to understand Signal Checks and teacher feedback and to make more intentional choices for revision. Using targeted interventions and continued feedback from Signal Checks aligned to the rubric domains, students can see their own growth. Over time, Signal Checks help students visualize this success within a domain and understand that their efforts are effective, which is important in developing a growth mindset. When conferencing with students, use the Conference Form For Planning and Feedback to guide conversations and focus feedback on the rubric domains.

Setting Goals for Growth

Because writing is complex, it can be helpful to have students create manageable goals to help them focus their revisions based on teacher comments and their signal checks. As the teacher, consider the overall impact on the student's development as a writer and the order of importance in which revisions need to be approached, and then use this to guide the goal setting conversation with students. As students develop as writers, it is important to allow them to take an active role in the development of writing goals. Make sure to first let students share their ideas for goals based on the feedback they received and build on their ideas. The Conference Form For Planning and Feedback is a helpful tool during conferencing to guide students in creating goals and action items based on feedback.

For example, you are trying to determine how to support a student. Based on data from his first draft and signal checks, he is currently working on improving claim and focus. In the next step of revision, he might set a goal with you to work on maintaining focus throughout the rest of the essay, using the rubric to understand what changes to make. After you conference with him, you can record action steps on his Conference Form for him to refer back to. You might consider the strategies for Claim and Focus in Supporting Revision with Effective Feedback to help him move from "Emerging" to "Proficient."