

Chapter 3 Data Collection Form

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Throughout the year, teachers observe students as they work on classroom tasks and course projects and look for evidence of student progress. They document student progress on the Learning Record Data Collection Form. This documentation includes notes on observations of students and more in-depth analyses of students' work. Teachers' conclusions or judgments about student achievement made at the end of the school year are based on the information that is collected and interpreted during the year.

The LR Data Collection Form helps teachers assemble the evidence they need for the end-of-year summaries of achievement. It also makes the evidence explicit and open to all who have a stake in the student's progress, —parents, other teachers, and the student. Most important, the form also helps teachers monitor students' growth so teachers can provide appropriate and specific learning opportunities for each student during the year.

Evidence of student learning for the Learning Record is collected throughout the year in a portfolio. Evidence includes both commentary, recorded on the Learning Record Data Collection Form, and samples of student work. The standardized, four-page recording form (included at the end of this chapter) includes these sections:

- Recording Prior Experience (page 1)
- Collecting Evidence of Student Learning Using Observation Notes (page 2) and Analysis of Mathematics Work (page 3)
- Summarizing Student's Mathematical Learning (page 4)
- Reflecting on the Year's Work (page 4)

More detailed information about collecting evidence and completing the recording form is included in Part II of this handbook.

Recording Prior Experiences

This section is usually completed during the first quarter of the year and features personal data about each student including the parents' or caregivers' description of the student as a learner and the student's own description of his or her accomplishments and goals.

Collecting Evidence of Student Learning

Throughout the year, the teacher and the student collect evidence about what and how the student is learning. Data about student learning is recorded on two different pages of the form: Observation Notes (p. 2) and Analysis of Mathematics Work (p. 3). (Additional copies of these pages may be duplicated if more space is needed.) Samples of student work related to the data entries are included in the portfolio. The samples of student work show what the student understands and can do and provide the evidence for the commentaries teachers and students write on the recording form.

Observation Notes (p. 2). During the year, short comments are recorded when the teacher observes something significant about a student's mathematical learning. The observation may be made during class time or when the teacher is reviewing the student's work. The matrix at the top of the page is to jot down the date and context of the observation. The use of the matrix helps teachers direct their observations to a variety of learning situations.

Analysis of Mathematics Work (p. 3). Three times during the year, the teacher and/or the student does a more-in-depth analysis of student work. This work should directly relate to some of the criteria included in the mathematics scales. The work analyzed may include oral interviews about a math problem, a classroom assignment or project, a unit assessment, or standardized tools such as a district assessment.

Summarizing Student's Mathematical Learning

During the third or fourth quarter, the teacher writes a summary of the student's achievements using the evidence accumulated in the student's Learning Record. For students whose records are going through the moderation process, this summary is done near the end of the third quarter. The teacher uses the descriptions in the Mathematical Understanding Scale and the Mathematical Disposition Scale as criteria against which to assess the nature and extent of progress as well as to describe what the student is ready to do next.

Reflecting on the Year's Work/Information for Receiving Teacher

This section, completed near the end of the year, provides an opportunity to record comments made by the student and the student's parents. It also provides information for the receiving teacher, including suggestions for the student's continuing development.