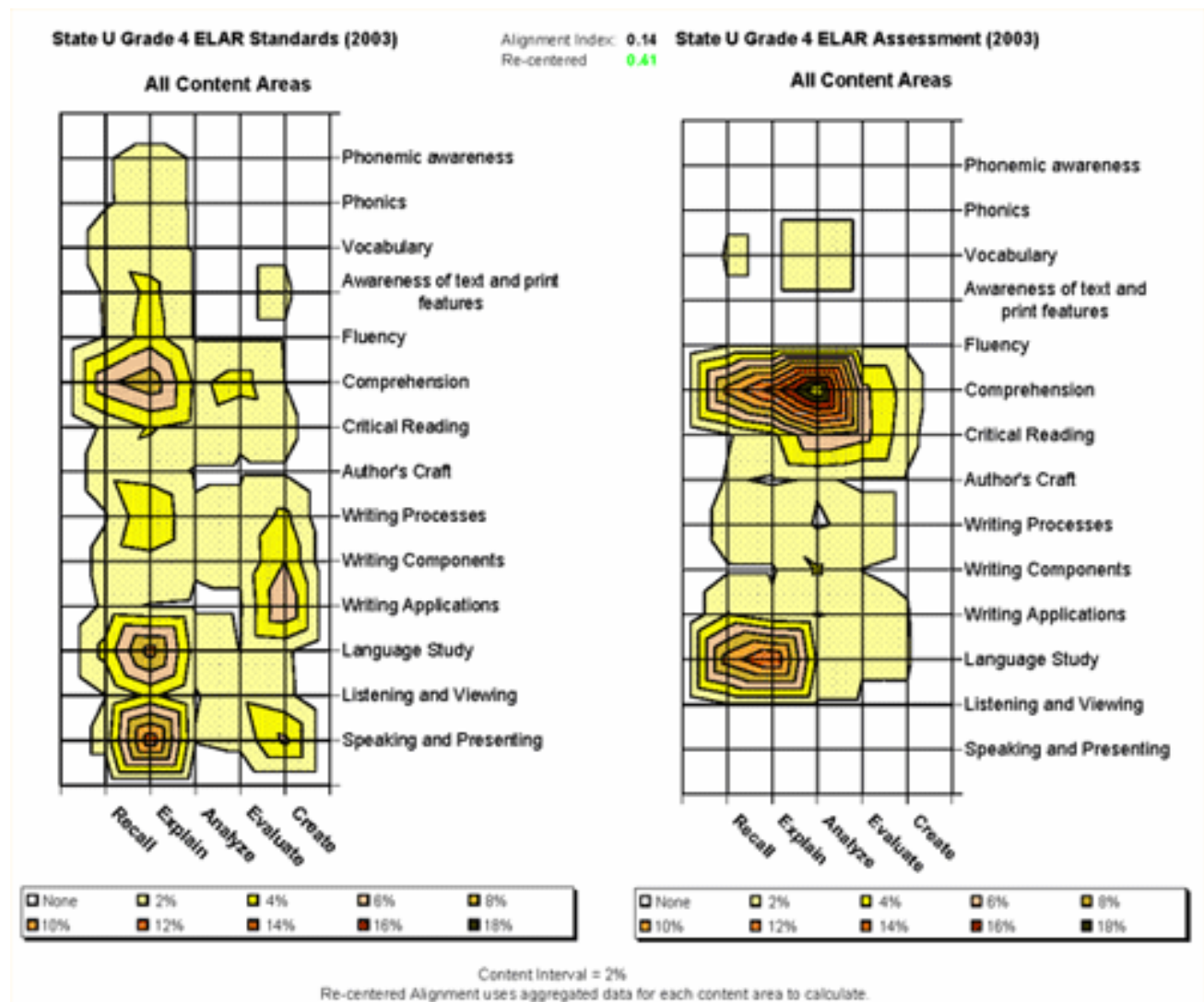


How are the data reported?

CCSSO and our SEC partners have developed a series of data charts and graphs for reporting the Survey data back to schools, teachers, and leaders. The data reports are designed to be user-friendly and functional for teachers, specialists, or decision-makers. Instructional Content data is represented in contour map or tile chart formats. Instructional practices data are represented in floating bar graphs or histogram charts. Data files are also provided to users for use in their own analyses.

Sample SEC Charts, Graphs, and Maps

A sample content map (contour map format) displaying English Language Arts/Reading curriculum content is shown below. Content maps provide a three-dimensional representation of instructional content using a surface area chart resulting in a graphic very similar to topographical maps. The grid overlaying each map identifies a list of topics areas (indicated by horizontal grid lines) and five categories of cognitive expectations for students (indicated by vertical lines). The intersection of each topic area and category of cognitive expectation represents a measurement node. Each measurement node indicates a measure of instructional time for a given topic area and category of cognitive expectation based on teacher reports. The following charts show the content of ELA instructional standards (intended) for State U and the content of state assessment (assessed).



A third type of display available through the SEC web system is the “floating bar” chart. The sample chart below shows survey results for the main types of instructional practices in science. The item-level results show the percent of time reported by practice with data aggregated across teachers by district and school. The statistics, using the floating bar approach, display the mean percentage and the distribution of reported practices one standard deviation above and below the mean. This graphic approach to reporting data allows the teacher or administrator to quickly see the degree to which multiple practices are present and vary among teachers and classrooms.

ELA - Reading Chart F: Instructional Activities

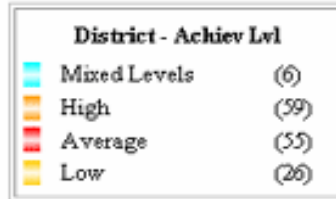
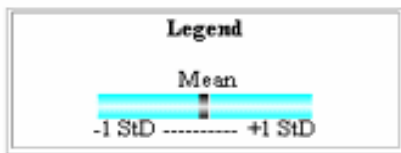
Ohio

Administration Year: 2005

2005

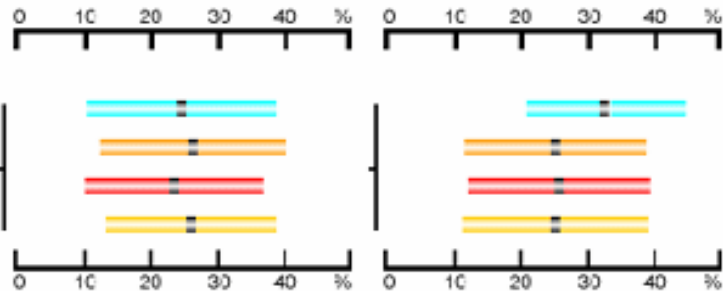
Sample Selection:

Report By:

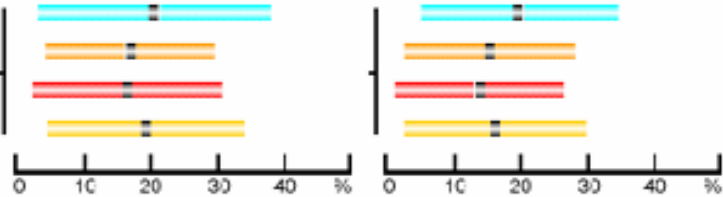


How much of the English language arts instructional time in the target class do students use to engage in the following tasks?

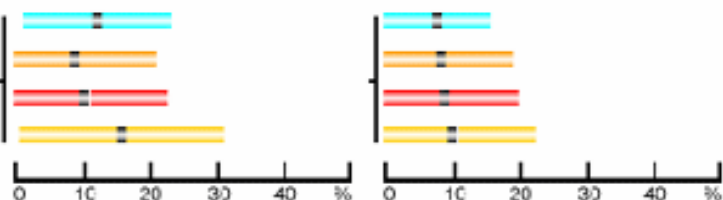
Watch the teacher demonstrate/model English language arts processes (e.g., reading, writing, speaking)



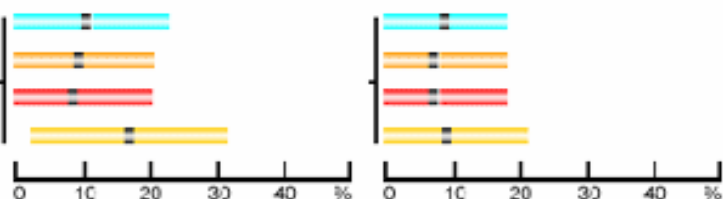
Silently read books, magazines, articles, or other written material of their own choice



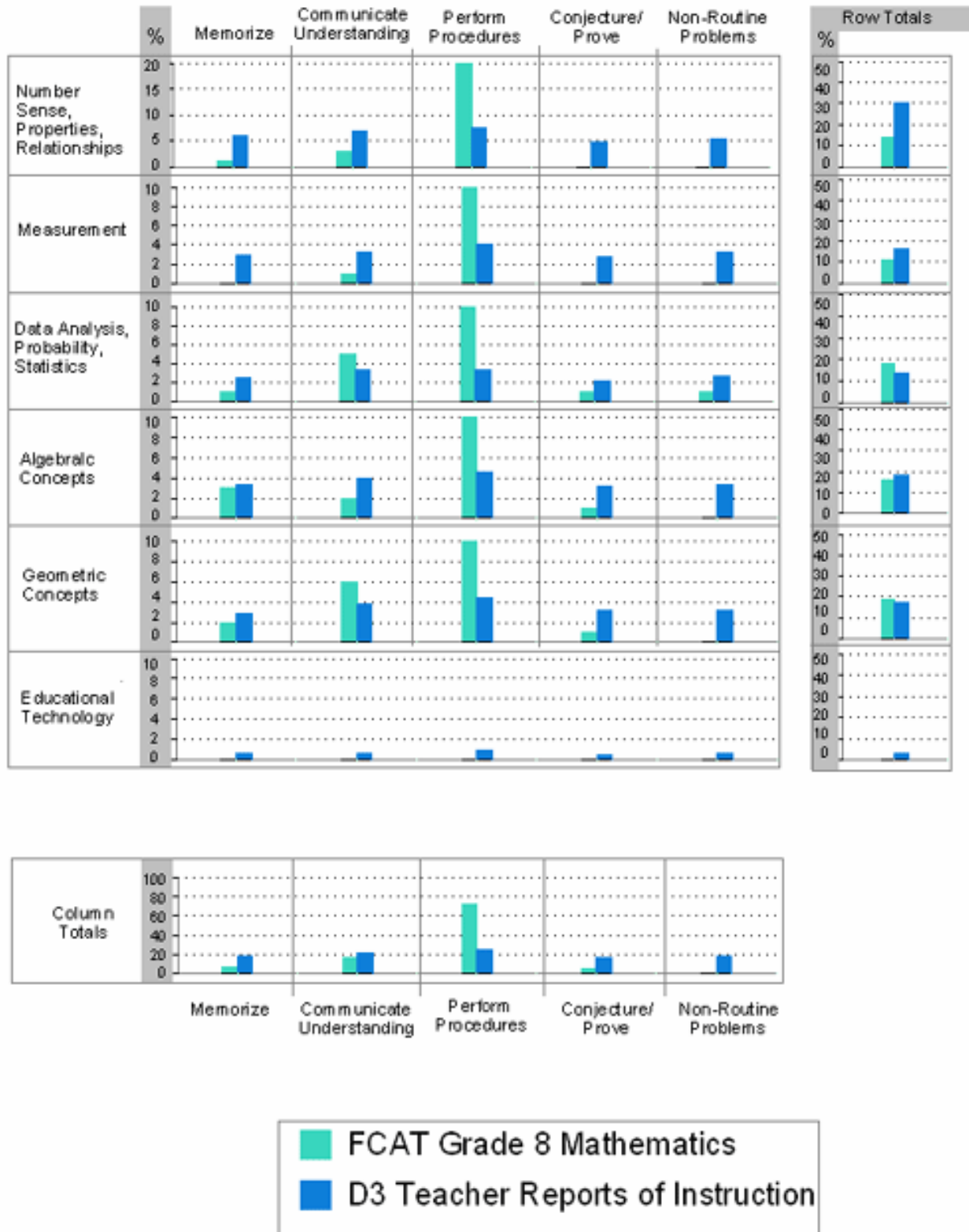
Collect, summarize, and/or analyze information from multiple sources



Maintain and reflect on a language arts portfolio of their own work

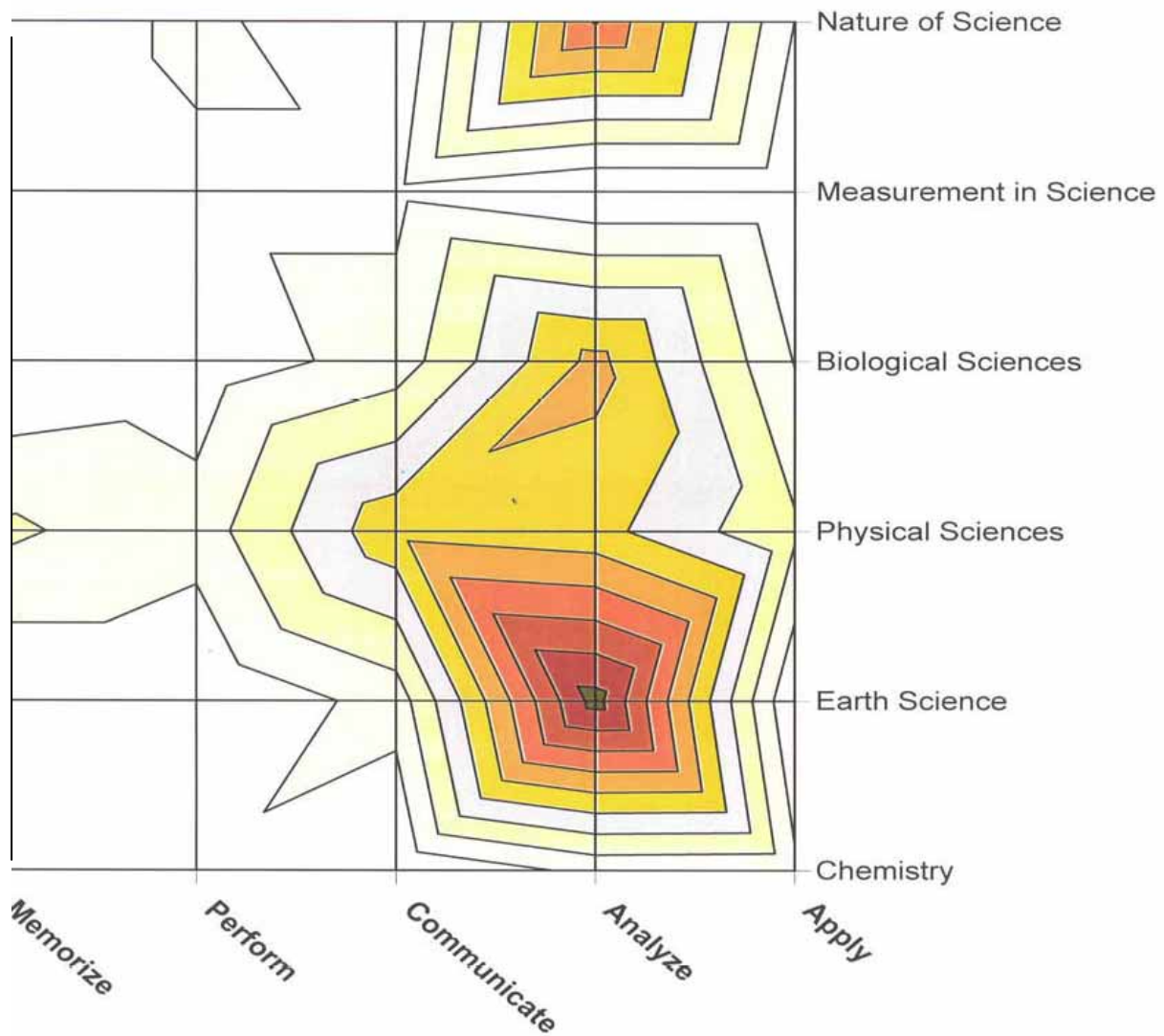


The chart below is sample histogram chart and represents a fourth method of displaying and reporting the SEC instructional content data. As opposed to the three-dimensional contour map format, the histogram display of data provides further details about the differences in instruction across topics and expectations. The chart below shows the comparison of teacher reports of instructional content and cognitive demand with the content and level of cognitive demand described by the Grade 8 mathematics standards in Florida.



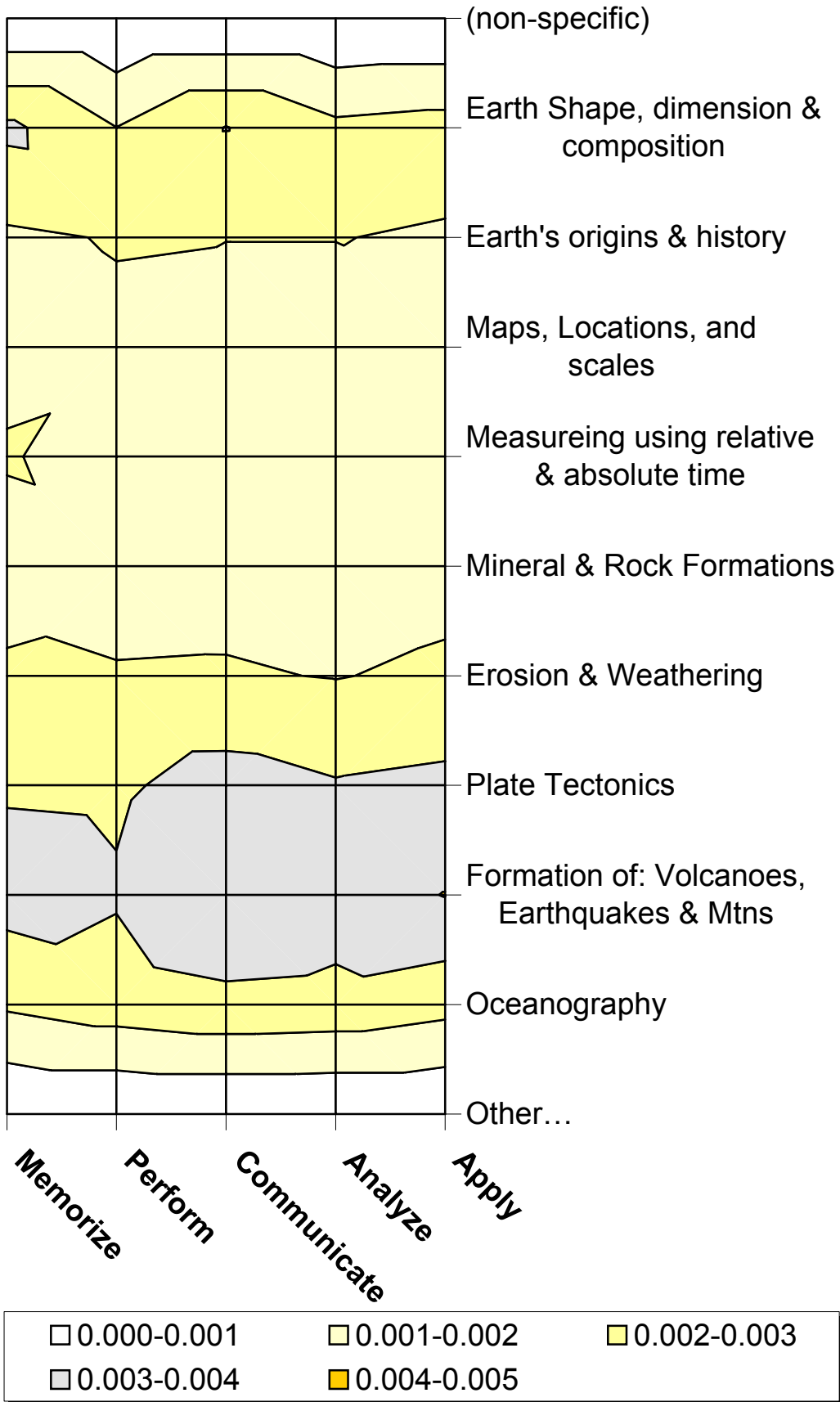
The charts below are samples of content maps.
 #1 shows a content map for the science standards aggregated by subject title.
 #2 shows the topic area of Earth Systems.
 #3 shows the topic area of Meteorology.

State C Grade 8 Science Standards All Content Areas



| | | | |
|---------------|---------------|---------------|---------------|
| □ 0.000-0.020 | □ 0.020-0.040 | □ 0.040-0.060 | □ 0.060-0.080 |
| ■ 0.080-0.100 | ■ 0.100-0.120 | ■ 0.120-0.140 | ■ 0.140-0.160 |
| ■ 0.160-0.180 | ■ 0.180-0.200 | | |

State C Grade 8 Science Instruction Earth Systems



State C Grade 8 Science Instruction Meteorology

