Achieve’s CCR Data Visualization Project

◆ Goal

Advance knowledge and capacity across states about how to report student-level assessment results in ways that maximize understanding and use by teachers, school leaders and families.
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Strategy

Produce sample student-level reports that have been tested and validated by families, and sample student-level reports for educators that have been tested and validated by teachers and school leaders.
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- **Process**
  
  We are working with Tembo, Inc. to develop sample ELA and mathematics reports for elementary, middle and high school, along with communication materials/guides.

  We are working with several partners to glean several rounds of feedback from families, teachers and school leaders.
Findings: Overall

- **Information overload is a very real problem**
  - Families prefer reports to be short with guidance on how to dig deeper
  - Our strategy is to emphasize only the most important information on page 1 and use subsequent pages to go into greater detail

- **Families are looking for clear, actionable guidance**

- **Families need support in interpreting and acting on information in reports**
  - Legends in close proximity
  - Explanatory materials, numbers to call
  - Alignment with the information that teachers have
EARLY DRAFT sample ELA family report (version 1.1)
Findings: Information Priorities

- How is my child performing according to standards/expectations?
- How well is my child performing relative to school, district, state, etc.?
- What can we do now?
- What can we expect for next year’s assessment?
Findings: Language & Text

**Language**
- Avoid **jargon** and complex language
- Use clear, **simple** language
- Use **positive**, action-oriented language
- Personalize where possible

**Text**
- Avoid **dense blocks** of text...use short phrases, bullets, **bold** the most important words
- Avoid **small text size**
- Use different font treatments
Findings: Visual

- **Graphics**
  - Families like well-organized, simple graphs but will have challenges interpreting graphs with a lot of information
  - **Test all graphics well!**

- **Color**
  - Families respond well to **multiple, bright colors**
  - Families are also easily confused if the same color is used across different graphics for different things
Findings: Access and Timing

Access

• Families want to be able to access the reports in multiple ways – some prefer being able to access online and others to see (and archive!) hard copies (also supported by May & Robinson 2007)

Timing

• By the time many families have access to reports, they are already well into the next school year - what are the implications of this for the theory of action behind the reports?