

DATA ANALYSIS PROTOCOL

Purpose

To guide practitioners as they collect, prepare, and use performance assessment data to drive student achievement and quality instruction.

Planning

- Select the data to analyze and the questions that will guide the analysis. Key to productive analysis is identifying appropriate data to look at and how to represent it. Suggestions:
 - o Recording student scores on each rubric criterion (e.g., Idea Development, Supporting Evidence) rather than keeping only the overall score on an essay, presentation, or project is one way to get more information about students' progress in developing specific content or skills.
 - o Include other student variables such as demographic information, English Language Learning status, and special needs classification in order to disaggregate by groups.
 - o Student work (or excerpts) from the performance assessment task may help with interpretation of the patterns that are observed in the score data.
- Plan the process. Questions to consider:
 - o Who will organize the data?
 - o How will data be organized?
 - o Which teams will analyze the data (e.g., teacher teams, leadership team)?
 - o What is the timeline for the process, including collection, organization, and analysis?
 - o What is the agenda for the meeting(s)?

Process

- 1 Choose a facilitator, timekeeper, and recorder.**
 - o For each step, the facilitator allows time for independent thinking, followed by group discussion.
 - o The facilitator reviews the protocol process with the group.
- 2 Examine the data. Sample questions for examining score data:**
 - o Does the data reveal strengths or weaknesses in specific rubric criteria (e.g., Idea Development, Supporting Evidence, etc.)? In which criteria are students strongest? Weakest?
 - o If you have data from assessments that use different modalities (e.g., writing and presentation), does the data reveal any patterns about student communication of their understanding in different modalities?
 - o If you have data from different courses or class sections, does the data reveal any patterns between classes?
 - o If you have data for student variables, are there differences in student subgroup scores by race/ethnicity, language, special education status, income, or gender?
- 3 Draw inferences from the data.**
 - o Are you surprised by anything you saw in the score data (or student work data, if used)?
 - o What factors might contribute to the patterns you noticed? Possible factors to consider include:
 - Task design
 - Are there adjustments to the task and supporting materials that could assure more accurate student performance data in subsequent assessments?
 - How can students show what they know in a variety of ways without compromising the criteria for proficient attainment of the learning target(s) or benchmark(s)?
 - Instruction
 - Did students have ample opportunity to learn the skills and content needed to succeed?
 - What formative assessments provided students feedback on their progress?
 - o What might account for any differences between groups of students?
 - o *Tip:* You may want to use the Student Work Analysis Tool to deepen your understanding of patterns in the score data (see Tool 34).

4 Use your analysis to inform instruction and plan next steps.

- o Thinking about your answers to each of the above questions, what do you see as the implications for instruction?
- o What formative or interim assessments could help students build the skills and content knowledge required to succeed in the task?
- o What are the learning needs of the students at the proficient, just below proficient, and far below proficient levels? How might the learning needs of students at different levels vary? As you plan your next steps for instruction, consider each of the following:
 - Whole class instruction
 - Targeted instruction for subgroups
 - Individual instruction