



# Data Analysis

*Please Sit With Grade Level Colleague(s).  
Please log in to Illuminate.*

*Sac City Teachers  
1/21/16*

# Learning Goals

- Learn how to make the best formative use of district benchmarks and other assessments created in Illuminate by focusing on key reports and specific assessment questions.
- Create an action plan to provide next steps for teaching and learning.



# Context

What is the purpose of our district benchmark assessments?



# Knowing Your Assessment

- Details Page
- Preview Online Assessment
- Response Frequency



# Assessment Review

Note:

- Claims addressed
- Standards addressed
- Item types
- DOK levels
- Performance Bands



# Details Page

- Item types
- Actual items
- Question groups
- Performance bands



# Preview Online Assessment

- What did the students actually see when they took the assessment?
- Administration>Online Testing>Preview Online Assessment



# Reports

- Assessment Overview Page
- Response Frequency
- Matrix





# Throughout the Data Analysis Process

- Utilize “live” reports in Illuminate whenever possible.
- Items can and should be viewed from within Illuminate during meetings.



# Data Analysis Process- 1,2,3

1. Overview Report of Classroom Performance (Overview Page)
  - a. Review “Standards Performance” and “Lowest Performing Questions”
  - b. Guiding Questions to Help Reflect on the Data (refer to handout)
2. Dive Deeper: Classroom Response Analysis (Response Frequency)
  - a. Based on your review of Standards Performance and Lowest Performing Questions:
    - i. Which distractors (wrong answers) most deterred students?
    - ii. How many chose all possible answer options
3. Next Steps for Instruction (Matrix Report)



# 1. Guiding Questions for Overview Page

What do you notice about the overall scores? ***Highlight 2-3 to focus on***

- What surprises you? What is consistent with your expectations or predictions?
- Did you expect these scores; if not what did you expect?
- How do the grade level scores compare with the Smarter threshold scores?
- Which scores look most noticeably different from the population being studied?
- What differences in scores exist with your sub-groups?
- Which claims within the content area are higher performing?
- Which claims within the content area are weaker performing?
- Are there any patterns that emerge, by grade level, by subgroup, by content area, by claim area?
- Describe data patterns that you observe.



# Regroup

4:40



## 2. Guiding Questions for Response Frequency Report

Based on your review of Standards Performance and Lowest Performing Questions:

- a. Which distractors most deterred students?
- b. How many chose all possible answer options?



# Regroup

4:45



# 3. Guiding Questions for Matrix Report

- How might I use the performance tasks to illustrate student performance; to guide the direction of intervention given the data observed?
- How do these results affirm areas where instruction was provided?
- How do these results point to gaps in instruction?
- What would you consider is the single-most important factor contributing to the apparent successes/needs as indicated by the scores?
- Looking at claim area where large percentage of students are below standard, what instructional strategies might we change?
- How could instructional time be adjusted to meet the needs of students and close the gaps observed in the data?



# 3. Guiding Questions for Matrix Report

- What curriculum and materials do we have to address these areas of strength and areas of need for the coming year?
- **What might the implications be for instructional practice?**
- What might the implications be for student learning?
- How do I find examples of student work that address the target area?
- What evidence do I need during classroom instruction to know that my students are making progress toward meeting the targets for each claim?
- Where can I find examples of evidence to meet the targets for each claim?





# Regroup

5:10



# Action Plan

Using a benchmark data analysis sheet, complete action plan, i.e., continue to formatively assess to inform instructional next steps.



# Thank You

please complete feedback form

