



What Does the Data Say? *Analyzing Classroom Data*

Do Now: Take a minute to think about data analysis. In the box below answer the following questions.

- Why is data analysis important?
- What do you want to get from your data?



Key Messages to reinforce:

- **Quick analysis is not sufficient; analysis should go deep enough**
- **The most powerful insights come from question-level analysis, the paper assessments must be analyzed to develop next steps.**

STEP 5: Saturday Shopping

Quick View Analysis:

- "Students making a lot of errors."
- "Students are over-relying on visual cues."
- "Students are struggling to read words with igh and ee patterns. I will teach them these patterns during word work or choose books that have these patterns."

Analysis 2.0:

"Students are struggling to maintain stamina over longer text. They start off using multiple word-solving strategies but then as the text increases, they only use visual cues to word-solve. Until now, I have selected texts that only have half or quarter pages of text with a lot of picture support. Students need to build the stamina of reading a longer text and maintaining flexibility in word-solving. I will choose texts with whole and half pages of text and little picture support"



Process for Analysis

- ÿ Choose a level to begin
- ÿ Record the DNA level, students names and bottom line on the analysis sheet
- ÿ Start by reading or reviewing the corresponding text and have it available to refer to during analysis.
- ÿ Spread all assessment sheets out to find trends at this level (*remember this is not the time to look at students individually, teachers are looking for trends across the group i.e. 5 out of 7 missed question 3. Let's look to figure out why they missed it*)
- ÿ Review the running record (*list the students of concern= 94% accuracy and below*)
- ÿ Record the type of miscues students are **missing** (*Meaning-makes sense, Syntax-grammatics and structure of language, Visual-print looks visually similar*)
- ÿ Reflect on why students are making these types of errors (*Could it be... text selection, more variety in types of strategies, flexibility in strategy use, etc?*)
- ÿ Review the comprehension conversation (*list the students of concern*)
- ÿ Record the sources of student misunderstanding (*if teachers didn't code, have them do so now*)
- ÿ Reflect on why students are making these types of errors (*refer to the character codes sheet; Could it be...text selection, types of questions being asked, supporting thought with evidence etc?*)
- ÿ Record students of concern for developmental spelling and phonics (*notate any trends across this level, i.e. confusing i and e, final blends, 4-phoneme words*)
- ÿ Reflect on a theme: *What are we noticing across all of these readers?*
- ÿ Reflect on next steps: *Next steps should help lay a clear path to the action plan.*



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Level Student DNA:

Students:

Components	Students of Concern					
Word-Solving	Challenges	<input type="checkbox"/> Using Meaning (Does it make sense?)	<input type="checkbox"/> Using Syntax (Does it sound right?)	<input type="checkbox"/> Using Visual (Does it look right?)		
	Why?					
Comprehension	Students of concern					
	Retell					
	Written	<input type="checkbox"/> Factual	<input type="checkbox"/> Inferential	<input type="checkbox"/> Critical thinking		
	Oral	<input type="checkbox"/> Factual	<input type="checkbox"/> Inferential	<input type="checkbox"/> Critical thinking		
	Error types	<input type="checkbox"/> Personal experience-used too much	<input type="checkbox"/> Factual-No inference	<input type="checkbox"/> Confusion	<input type="checkbox"/> Limited-stated an inference but did not complete it	<input type="checkbox"/> Question-did not answer the question asked

	Why?	Written response:	
		Oral response:	
Fluency/Rate	Students of Concern		Why?
Developmental Spelling	Students of Concern		Why?
Phonemic Awareness/Phonics	Students of Concern		Why?
Theme: Next Steps			

DNA:

Students:

Bottom Line:

Components		Students of Concern				
Word-Solving	Challenges	<input type="checkbox"/> Using Meaning (Does it make sense?)	<input type="checkbox"/> Using Syntax (Does it sound right?)	<input type="checkbox"/> Using Visual (Does it look right?)		
	Why?					
Comprehension	Students of concern					
	Retell					
	Written	<input type="checkbox"/> Factual	<input type="checkbox"/> Inferential	<input type="checkbox"/> Critical thinking		
	Oral	<input type="checkbox"/> Factual	<input type="checkbox"/> Inferential	<input type="checkbox"/> Critical thinking		
	Error types	<input type="checkbox"/> Personal experience-used too much	<input type="checkbox"/> Factual- No inference	<input type="checkbox"/> Confusion	<input type="checkbox"/> Limited-stated an inference but did not complete it	<input type="checkbox"/> Question-did not answer the question asked

	Why?	Written response:	
		Oral response:	
Fluency /Rate	Students of Concern		Why?
Developmental Spelling	Students of Concern		Why?
Phonemic Awareness/Phonics	Students of Concern		Why?
Theme:			
Next Steps			



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Name_____ School_____ Grade_____

Data Analysis Exit Slip

1. What has been a key take-away for you as a result of this training?

2. What worked for you about this session?

3. What did not work for you?

4. What questions or concerns remain?