Analyze data to **investigate** a question, theory, hunch, or finding; ask:

Have **all factors** been explored (e.g., relevant data, multiple sources of feedback, etc.)?

Am I sure the problem is **a problem** (statistical significance, reliability, sample size, etc.)?

Have I **pinpointed** where the problem is (previous grade, only some courses, really a reading comprehension issue, etc.)?

**Don’t Forget:**

**Correlation** (*A* & *B* happened) doesn’t always = causation (*A* caused *B*)

Use **multiple measures** (not 1 test) to guide conclusions

Use **varied measures** (not all tests) to guide conclusions

At least 10 kids in **sample** before generalization

A **trend** = at least 3 years

**Disaggregate** data to check on subgroups, not just all students

**Data Help** = www.[URL].com or Noah D. Data 888-8888 Noah@district.com

**Data System Help** = www.[URL].com or Syd Stem 999-9999 syd@tech.com

**Impact on Data?**

Assessment Quality

Instruction

Curriculum

Instructional Pacing

Resources

Program

Classroom Management

Outside Curriculum (e.g., student organizational skills)

Organizational Structure (schedule, calendar, etc.)

Professional Development

Support (mentorship, PLC, etc.)

Stakeholder Involvement

School Culture

**Common Language**

**Authentic Assessment** = students do real-world tasks to demonstrate mastery

**Common Core State Standards (CCSS)** = what we’re teaching

**Disaggregate** = break data into smaller groups

**Formative** = use the assessment to guide current practice/instruction

**Measure** = a way to judge something like learning

**Qualitative Data** = subjective & often text-based, like writing rubric scores

**Quantitative Data** = objective & #-based, like multiple choice test scores

**Rubric** = a scoring tool/grid with incremental criteria

**Subgroup** = a student group type like race/ethnicity, EL, socioeconomically disadvantaged, or students with disabilities

**Summative** = use the assessment to judge past practice/instruction

**Data Use Reference**