Assessment Data Analysis Form
Estacada High School

First - Don't forget to make a copy of this document
- *Click on "File" in the top right hand corner*
- *Click "Make a copy"*
- *Title the document "Teacher Last Name - Title of Assessment"*

What does the assessment data "mean?"
The assessment results need to be analyzed to learn whether or not the criteria on the student learning outcomes were met. To give meaning to the information that has been collected, it needs to be analyzed for context, understanding, and to draw conclusions. This step gives the information meaning; it is essential to effectively communicate and utilize the assessment results.

How is assessment data analyzed?
Analyzing data includes determining how to organize, synthesize, interrelate, compare, and present the assessment results. These decisions are guided by what assessment questions are asked, the types of data that are available, as well as the needs and wants of the audience/stakeholders. Since information may be able to be interpreted in various ways, it may be insightful to involve others in reviewing the results. Discussing the data in groups will result in greater understanding often through different perspectives.

What can data be compared to?
Data can be compared to findings from previous assessments, baseline data, existing criteria/standards, etc. The example below shows the various methods of comparing data:

Assessment Data Analysis

(Complete after each Summative Assessment)

Teacher Name		Course Title	
Date of Assessment		# of periods assessed	

Title of Assessment	
Titles of Learning Targets Assessed (Refer to Unit Plan)	●
Title of Common Core Standards Assessed (Refer to Unit Plan)	●

Essential Standard:

# of students who scored 4		% of students who scored 4	
# of students who scored 3.5		% of students who scored 3.5	
# of students who scored 3		% of students who scored 3	
# of students who scored 2		% of students who scored 2	
# of students who scored 1		% of students who scored 1	
# of students who scored 0		% of students who scored 0	

Essential Standard:

# of students who scored 4		% of students who scored 4	
# of students who scored 3.5		% of students who scored 3.5	
# of students who scored 3		% of students who scored 3	
# of students who scored 2		% of students who scored 2	
# of students who scored 1		% of students who scored 1	
# of students who scored 0		% of students who scored 0	

Standards Analysis

What were the top scoring questions

What learning standards were the strongest?

Why do you think they did well on those?:

What is the misconception? (Identify Standard or Skill):

What data supports this conclusion? (to the above question):

Intervention Analysis

What instructional strategies will be used to address the misconceptions you identified?:

Why did you select these strategies?:

How do they align to the misconception?:

How will each strategy be implemented?:

Now that low performing students have been identified (scored a 1 or 2), what intervention strategies will you use to target and impact those specific students?:

<u>Assessment:</u> **How will the skill/standard be re-assessed formally or informally to check for proficiency?:**