

Engage in Data-Driven Dialogue with Item Data: Data Coach Checklist

Preparation

- Collect item data for the content area, grade level, and time frame being analyzed from state or local assessments. You may also want to collect item data for a particular strand, standards within a strand, and/or multiple years of data to establish trends over time.
- Check data for accuracy.
- Prepare the data in table form as illustrated below:

Sim School: Grade 4 English Language Arts Results, 2012

Common Core Standards for ELA: Informational Text (IT) and Language (L)

Average Item Score % Correct					% of School's Total Student Responses for Each MC Answer			
Item	Type	CC Standard	School	Compar- able Schools	A	B	C	D
1	MC	IT: Key Ideas: 4	88	88	7	2	2	88
2	MC	IT: Key Ideas: 1	72	78	72	5	8	15
3	MC	IT: Key Ideas: 1	55	73	15	9	21	55
4	MC	IT: Key Ideas: 2	77	84	77	6	14	2
5	MC	IT: Craft/Structure: 4	77	76	77	10	3	9
6	MC	L: Vocabulary: 4	79	86	14	79	3	3
7	MC	L: Figurative: 5	83	83	5	9	83	3

N = 86

- Prepare a predictions template (see sample in Institute Handouts).
- Provide a copy of the test blueprint or item map and relevant standards for each team member.
- Provide released items that correspond to item data being analyzed.
- Provide meeting agenda to team in advance.
- Prepare necessary materials (e.g., chart paper, pink, yellow, and green highlighters, markers, LCD projector).

Meeting Protocols

- Review purpose/agenda.
- Assign group roles (e.g., timekeeper, recorder, dialogue monitor, materials manager).
- Agree to norms on which the team will focus.
- Start and end on time.
- Review tools or protocols being used (e.g., Data-Driven Dialogue, Stoplight Highlighting).
- Review criteria for effective Data Team meetings (see last section below).

Item Data Analysis

- State questions that guide inquiry into item data:
 - What kinds of items are on the test? In what content strands? At what level of difficulty?
 - What knowledge, skills, and concepts are required for students to be successful with a particular item?
 - What specific skills and understandings are our students' strengths? Which pose difficulties for them?
 - For which items are students frequently giving the same incorrect answers?
 - On what types of questions, such as short answer, extended response, or multiple-choice, do our students perform well? Which pose difficulties?
 - Why are our students doing well or missing points on their open-response questions?



- Ask team to study released test items.
- Ask team to Predict (Phase 1) based on the following questions:
 - What are our predictions about students' performance on these items (standards)?
 - Which items (or standards) do we think they will do well on? Which will they have difficulty with?
 - What trends will we see over time (using multi-year data)?
 - Based on what assumptions?
- Record predictions on chart paper or on the predictions template provided. (Note: predictions can be quantitative or descriptive.)
- Go Visual (Phase 2):
 - Provide team with a poster-size (paper) graph (for percentage correct and patterns over time) and/or table (for percentage correct and distractor patterns) or electronic graph or table projected onto a screen or Smartboard.
 - Ask team to check data for clarity and accuracy.
 - Ask team to determine criteria for Stoplight Highlighting (e.g., cut points to distinguish urgent areas, team's vision of an excellent school, or comparisons with state, district, or similar schools) for percentage correct and for distractor (incorrect responses) patterns
 - Have team Stoplight Highlight their graph or table accordingly.
- Ask team to Observe (Phase 3) based on the questions below. Observations are best made without looking at the released test items, just the table or chart.
 - What important points seem to pop out?
 - What is surprising or unexpected?
 - What are items of relative strength? Weakness?
 - What trends do we observe over time (if analyzing multiple years of data)?
- Record observations on chart paper.
- Ask team to refer back to released items that they are most interested in studying further and Infer/Question (Phase 4) based on the following questions:
 - What would students need to know/do to be successful at this task?
 - Why might so many of our students have done well at a particular item?
 - What might students have been thinking to make the errors they did?
 - How can we find out which of our hypotheses is right?
 - What questions do we have?
 - What additional data might we need?
- Reflect on next steps and implications for actions.

Reflect on the Criteria for Effective Data Team Meetings

- Did we follow protocols (e.g., Data-Driven Dialogue)?
- Did we observe our norm/s?
- Did we avoid blame and culturally blind or destructive behaviors?
- Did we “look for love in the all the right places,” that is, look for possible explanations and actions in those areas that impact student learning: curriculum, instruction, assessment, equity practices, and critical supports?
- Did we determine clear next steps that will impact students and their learning?
- How can we improve our Data Team meetings in the future?

