

#### **Data-directed instruction**

Assessment data that focus on learning

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#### Core idea



Effective instruction isn't about whether we taught it.

It's about whether students learned it.

▶ Paul Bambrick-Santoyo





#### Semantics...

- ▶ UK system measures *progression* and *attainment*
- Attainment how well do we do against our past achievements, against global results?
- Progression how much do our learners grow from entry to exit in the course or from one assessment to the next?



# Progress typically looks like this



Class A over a semester or a year



Class B over a semester or a year



## Core questions that data must answer

- How do we know if our students are learning?
- And if they're not, what do we do about it?

Attainment and progression data doesn't answer these questions at a level that teachers can do something about it.





# Principles of effective data analysis

- Active leadership investment
- ▶ 6-week cycles
- Teacher-owned
- Engaged students





#### What does data that drives instruction look like?

- One pager
- Answers questions on
  - Question level performance
  - Assessment Objective performance
  - Individual learner performance
  - Whole class performance







# **Assessment analysis sheets**



### When reading the data, have the student tests in hand

#### IGCSE Business Studies 0450 Paper 1 Short answers and Data Response

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 61%
 Know ledge

 A02
 25%
 Application

 A03
 13%
 Analysis

 A04
 6%
 Evaluation



# Part 1 – Global impressions

- How well did the class do as a whole?
- What are the strengths and weaknesses in terms of skills where do we need to work most on?
- How did the class do on previously covered content vs. newly taught content?
- ▶ How are the results different in the different question types?
- Who are the proficient and emerging learners?





# Part 2 – Deep dive – Have learner answers with you

- ▶ Bombed questions did all learners choose the same wrong answer? Why?
- ▶ Sort data by learner scores Are there questions that separate proficient from emerging learners?
- Look horizontally by learner are there any anomalies occurring with certain learners' results?





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Sort data by learner scores – Are there questions that separate proficient from emerging learners? Look at the answers they did give – is it language, content, structure? What else?



# **Examples of good action steps**

- Continue to do weekly *definition quizzes*, including current content and content from the beginning of the course.
- Feedback loop for (e) type questions. Every week as part of class work or homework, include an (e) style question on current topic of study. Grade the question, give constructive feedback and have learners re-write their answer incorporating the feedback. Check their re-writes for growth.
- ▶ Every week, for every case-study, let learners unpack the application points of the case-study in a *think-pair-share* activity.
- Scaffold language through posting potential sentence starters as a poster to help learners know how to start the evaluation aspect of their answers.



#### What to do with the data?

- Instructional leader and teacher meeting
- Focus on the Global Impressions and Deep dive questions
- Dig in together to find reasons ask the teacher guiding questions
- Set up a action plan that will close the gaps

After next assessment (6-weeks) repeat and compare to previous assessment to see progress and closing of gaps





# Principles of effective data analysis

- Active leadership investment do it for your own classes
- ▶ 6-week cycles strong assessment schedule
- ▶ Teacher-owned Find a few champions the first time you roll it out
- Engaged students sharing data with students





The beauty with this kind of data-directed instruction is that it focuses on the learners and helps the teacher find the gaps. It doesn't judge the teacher.

▶ Jake Elliot – Head of Department VCIS







# Thank you Any questions?

