**Instructional Steps for Data Analysis**

Review the Work Sample Guidelines (approved April, 2013) especially pp. 3,4,6, and 7. Also review the Work Sample Scoring Rubric (approved Oct, 2013), especially, pp. 3 and 5. The links are on my CI 509 page at gtpdx.wikispaces.

2. Create an Excel spreadsheet that shows at a minimum:

a. each student’s pre test score, post test score, learning gain. (If pretest and post test possible points are different students will need to create a percentage score for pretest and post test.

b. each student’s demographics, e.g., gender, special needs, race/ethnicity, other factors

c. Compute average pretest, post test, and learning gains for the class

3. Next disaggregate data by sorting the data by various sub-groups (e.g., gender, race/ethnicity, home language, special needs, grade level, attendance, other categories). Create a separate Excel worksheet for each disaggregated group. Compute average pretest, post test, and learning gains for each subgroup

4. Create a visual to represent the learning gains for the class as a whole and for separate sub groups such as a pie chart or bar graph. Use the commands in Excel to create the table on the worksheet containing the data for that chart

5. Interpret the learning gains for the whole class and sub groups. This is a written summary. (Refer to the criteria in the WS guidelines and rubric.

6. Reflect on the data. How will you use the data in planning subsequent instruction with these students? How will you report students’ progress to them and parents? Be specific.