Data Analysis Response Guide

If you want to . . .	Then . . .
Capture different information about student learning, . . .	Clarify task instructions or revise or layer performance task to get additional information.
Get more students to participate fully in task, . . .	Review performance task and instructions for barriers and increase flexibility of task as appropriate.
Respond to generally low data, . . .	Review level of task and goals for appropriateness, clarify instructions for task, and revise learning experiences to improve general performance.
Respond to generally high data, . . .	Review goals to raise level of challenge and/or make task more open so students can demonstrate different levels of knowledge.
Respond to clumps of specific students, . . .	Look for similarities between students who performed better or worse to provide information on success of specific teaching approach with particular types of learners. Identify students who needs additional help with specific knowledge, skills, or behaviors.
Help more students reach your teaching goals, . . .	Current students: Look for general misconceptions or gaps that may need to be retaught. Look for similarities of performance between students with specific learning styles to determine need for alternative learning experiences in upcoming lessons. Future students: Review lesson plan for opportunities to strengthen weaker knowledge or skill performance. Make sure prerequisites are clearly identified and taught before lesson. If students with particular learning styles underperformed, identify alternative learning experiences to substitute for similar classes in future.