

# Protocol for Examining ISC MAP Data

**Purpose:** *This protocol was developed by the Oregon SEC Collaborative and adapted by the WYIS Data Team. Its adapted purpose is to guide a group through analysis of MAP standardized testing data to increase student success through alignment of instruction to standards and improved classroom practice. This protocol can be used each time MAP data is reviewed. It can also be used to look at other types of data once a team becomes proficient.*

## GETTING STARTED

The analysis processes this year will be completed in your division/subject team (as well as your Community of Practice). You may want to break up into smaller sub teams if necessary. Each member will make observations, set learning targets and possible strategies in order to achieve these targets. This process is designed to encourage collaboration and the sharing of ideas and strategies with the learning teams.

## SEVEN NORMS OF COLLABORATIVE WORK:

- Pausing
- Paraphrasing
- Probing
- Putting Ideas on the Table
- Paying Attention to Self and Others
- Presuming Positive Presuppositions
- Pursuing a Balance between Advocacy and Inquiry

## ROLES:

Facilitator  
Timekeeper  
Recorder

For each step, the individuals will first have time to record personal thinking. The group will then discuss in go-arounds. Everyone listens carefully. Cross dialogue is allowed and encouraged, facilitator will be sure that everyone participates. The members will use the *Feedback Sheet* to document collaborative thinking and will turn in to administrator. This document will be used to follow up with classroom teachers during the year.

## OVERVIEW OF DATA (5 MINUTES)

The facilitator or presenting teacher gives a brief description of the particular report to be discussed and answers clarifying questions as necessary. (The reports will be analyzed; please proceed through Steps 1-4 as follows:

- ① ***Class Breakdown***
- ② ***Class Data***
- ③ ***Quadrant Chart (extra online data point)***
- ④ ***Student Progress Report***

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## **STEP 1: OBSERVE THE DATA (WHAT DO YOU NOTICE?)**

**(10 minutes: 1 minute distributing data sheets & providing intro information, 3 minutes silently writing individual observations, 6 minutes discussing as a group)**

Key terms necessary for understanding are briefly defined by the facilitator. The facilitator also reminds the group that this phase is to simply state what they see without reaching conclusions or making recommendations. Consider the following:

- Note what you can see
- Note things that “pop out” to the observer
- Look for patterns or trends that emerge
- Note surprising or unexpected data
- No forming conclusions; no making recommendations

After three minutes of discussing, the facilitator has the group share its observations. If judgments or interpretations arise, the facilitator should ask the person to defer that thinking until the next step. The members will document their ideas on the Feedback Sheet.

## **STEP 2: INTERPRET DATA / DEVELOP INFERENCES (WHAT DO YOU WONDER?)**

**(10 minutes: 3 minutes silently writing individual inferences, 7 minutes discussing as a group)**

The facilitator tells the group that this step is to look beyond the obvious for relationships, cause/effect, and to make inferences related to student learning. This is also the step to generate questions about what if, and why. Keep in mind the following prompts:

- Draw inferences (supported by data)
- Generate possible explanations
- Generate further questions to ask
- Generate further data desired for better understanding
- What can you infer about the data regarding the impact on student learning?

After three minutes of writing, the facilitator has the group share its inferences through a go-around process. The facilitator encourages team members to support their statements with evidence from the MAP data. The members will document their ideas on the Feedback Sheet (be sure to record insightful responses and suggestions for further data collection)

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## **STEP 3: IMPLICATIONS FOR PRACTICE (SET TARGET LEARNING GOALS)**

**(10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)**

The facilitator tells that group that this step is designed to help answer the question, “What are the implications for teaching, learning, and increasing student success?” The group will seek to identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised here about school-wide practices/classroom practices?
- What is the first step to increase student success in this area?
- Where do you suggest you as a teacher (or we as a division) go from here?
- What are the next steps this group should take?
- Is there other data or material we should look at/look for?

After three minutes of writing, the facilitator leads the group in the discussion of what this data implies for their classroom practice. This is the action phase of the data analysis. The group will design an action plan that might outline changes in instructional practice, analysis of textbook alignment, or a new unit organization. Members will document their target learning goals on the Feedback Sheet with possible actions steps to be taken in order to achieve the goal.

To conclude we will have time to share as a large group our thinking, strategies and ideas. These learning targets will be followed up by administration and further discussions in your Professional Learning Teams.

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## MAP DATA ANALYSIS QUESTION GUIDE

**Grade:**

**Teacher:**

**This form will be completed by the classroom teachers as  
you share during your learning team sessions.**

### **Step One: Observations (What do you notice?)**

Subject	Observations

### **Step Two: Inferences (What do you wonder?)**

Key Questions to Discuss:

- 1) What strands in each subject show high achievement? Why?
- 2) What strands in each subject show low achievement? Why?
- 3) What inferences can we make about the strands with high and low achievement?
- 4) What other information should be considered? (ie., student with a learning disability, student who arrived halfway through the school year, math units that had/had not been taught prior to testing)

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## **Step Three: Response (Set targeted learning goals)**

Key Questions to Discuss:

- 1) What skills do my students struggle with?
- 2) What skills have my students mastered?
- 3) Which students are significantly below grade level? What strategies can we use to support them?
- 4) Which students are significantly above grade level? What strategies can we use to challenge them?
- 5) Overall, how can this data inform my instruction?

Acting Party (Who will do it?)	Target Learning Goals (Be specific)	Possible strategies or methods (How will the learning goal be achieved?)