



## Data, Data, Data



### OBJECTIVES

The learner will display the ability to **analyze** data to **classify** students within flexible grouping structures by completing a data analysis form in its entirety with 100% completion of steps identified in the supplied checklist.



### Activity 1

- Read *6 Methods of data collection and analysis* (p. 17-14) from [http://www.nsf.gov/pubs/2002/nsf02057/nsf02057\\_4.pdf](http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf)
- Review *How to Select The Right Chart For Your Data* from <http://chandoo.org/wp/2010/04/19/chart-selection-process/>
- Review *Data Visualization Charts* from <http://thenextweb.com/dd/2015/04/21/the-14-best-data-visualization-tools/>
- Read and research *Using Classroom Data to Improve Student Learning* from <http://www.classroomdata.org/>
- Quantitative data mastery e-quiz from <http://archive.learnhigher.ac.uk/analysethis/main/quantitative.html>
- Participate in the *Alternate Ranking For Flexible Grouping* process from [https://www.mydigitalchalkboard.org/cognoti/content/file/resources\\_documents/7d/7d943d54/7d943d54b6535a367db4732d62915f52e74739b6](https://www.mydigitalchalkboard.org/cognoti/content/file/resources_documents/7d/7d943d54/7d943d54b6535a367db4732d62915f52e74739b6)
- *AlternateRankingforFlexibleGrouping.pdf* and/or fillable form from [www.evesham.k12.nj.us/](http://www.evesham.k12.nj.us/)
- Research *Presenting Numerical Data* from <http://www2.le.ac.uk/offices/ld/resources/numerical-data/numerical-data>
- View *Corrective Instruction* by E. Hardy, <https://vimeo.com/43492577>
- Read *How Classroom Assessments Improve Learning* from <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>

### Activity 2

- Use current classroom data or retrieve “sample data” to complete the Data Analysis Form

### Assessment

Each student will complete the Data Analysis form provided as an editable PDF file in its entirety. A checklist will be utilized to identify each component of form is complete.

*Checklist includes:*

- Data analysis strategy is identified
- Data chart is completed
- Proficiency ranges are identified
- Grouping structures established based upon data scores
- Students needing interventions, practice or enrichment are identified
- Flexible instructional strategies identified

### Assessment Tool



#### Adobe Acrobat Reader

#### Tool Selection Rationale:

An editable PDF file was chosen as an assessment tool because it offers cross-platform accessibility and encourages authentic task application. The forms format and structure offer the learner the experience to record and analyze data and identify flexible grouping structures. This tool will also provide a resource tool for subsequent uses as learners will be able to retain this document to use in the future within their classroom. Furthermore, this tool offers proficiency with a real-life performance task and extends direct evidence of the learners understanding in analyzing data and classifying students into appropriate grouping structures.

**“PDF (Portable Document Format) is a file format that has captured all the elements of a printed document as an electronic image that you can view, navigate, print, or forward to someone else.”**

Rousa, M. (May, 2010)

### Benefits of PDF Files

**PDF files** can be considered a reusable learning object, especially when formatted to be editable by the end user. The file format can be generated by a myriad of program files. Using the Pro version allows owners of documents to customize field for text entry and include the following positive attributes:

- Platform independent: compatible across multiple computing platforms and mobile devices

- Preserved format: pagination remain in-tact

- Text fields are customizable

- Forms can be re-used by the *save as* feature

- Multiple pages in one file

- Password protection and locking document availability

- Internet browser independent: don't need access to internet to use

- Free distribution: Adobe Acrobat Reading download is free

- Compression: File sizes remain small and are fast to download

- Printing compatible

### Challenges of PDF Files

- Static: page layout and text fields cannot be altered by end user so copy length may be limited

- Not compatible with screen readers; the PDF file becomes a picture

### Plagiarism Considerations

This assessment tool, and the data that it will contain, does not require plagiarism consideration as it is an authentic student-structured product assessment that is indicative of real-life demands. Participants will be using their own live data, that is relevant to their current classroom, to offer opportunities for disseminating that data as required in their profession. If data is not available for the learner, it is acceptable to retrieve “sample/pseudo” data. It is the PROCESS of analyzing and classifying that is the objective, therefore where the data is retrieved from is not concerning. The determination to use a checklist and not a rubric further exemplifies the importance of working through the process more so than just filling in the form.

Digital Image (2012). Adobe-Acrobat-Icon. Retrieved November 22, 2015 from <http://www.clearwaterpdx.com/forms/attachment/adobe-acrobat-icon/>

Rousa, M. (2010, May). Portable document format. Retrieved November 22, 2015 from <http://whatis.techtarget.com/definition/Portable-Document-Format-PDF>