

Foundational Skills Instruction: Data Collection & Analysis Resources

Use this resource to bring a more robust approach to your data collection and analysis with regards to foundational skills instruction.



Student Identity



Combat Bias



Data Analysis

Student Identity: Who are they beyond the data?

Choose 1 of the following activities to try in order to explore the identities of the students in your small group. If you want to try more than two, you can!

NOTE: Consider modeling the activity first by sharing about yourself and then asking students to engage.

- **Option 1: Name Story** - Ask: What's your name? What does it mean? How did your parents choose it?
- **Option 2: I AM** - Go around and complete the phrase "I am..." using any adjectives or descriptors that are true to you. Ask questions or respond to what students share.
- **Option 3: Reading Identity** - Ask: How do you feel about reading? What do you like/not like? How do you feel about yourself as a reader? Why? Respond or ask additional questions based on what students share.
- **Option 4: Interests & Strengths** - Ask: What are you really good at? What are your strengths? How can you share or use those at school?
- **Option 5: Teacher choice!** Try out another activity of your choosing.

Practices to Combat Bias

Choose 1 of the following practices from "[6 Steps to Equitable Data Analysis](#)" (Knips, 2019) to try out when analyzing your small group data.

- **Practice 1: Set the Tone** - "Create a low-stress space where you'll do your data analysis. Although easier said than done in many buildings, when possible have snacks, calm lighting, the right temperature, and regular breaks. Happier conditions will mitigate the chance of implicit bias."
- **Practice 2: Frame & Challenge** - Set norms for discussing student work, "Talk about students the way we talk about our own children." Calmly challenge assumptions, stereotypes, and the use of deficit language. If you hear home circumstances, the previous year's teacher, or a learning disability as reasons

a student can't make the same progress as everyone else, when possible, respond to try to unpack perspective. Try saying, "I don't see it that way" or asking, "Can you explain what you mean by that?" to start a dialogue.

- **Practice 3: Set Intentions** - "Have each participant name an intention prior to analyzing data to generate personal accountability." E.g. *I want to prioritize student strengths.*

Data Analysis & Planning for Instruction

Each week, collect one set of data for your small group to analyze and use to inform the following week's instruction. Follow this process:

1. Analyze the data you have from small group instruction.
 - a. Score and note the errors that students made
2. Based on the data, state the strengths and name the needs.
 - a. This student can...
 - b. This student needs...
3. Identify which instructional cycle targets the needed skills → plan out next week's instruction and determine when and how you will assess.
 - a. Name the activities you will do and what materials/resources you need
 - b. Identify the assessment you will use to collect data on students' level of mastery on the targeted skills

Plan for 1 week of instruction at a time using what you learned about students from the data.

The process for planning that is outlined below connects to instruction utilizing EL Education's K-2 Foundational Skills curriculum but can be adapted for the use of any high-quality foundational skills instructional materials that are grounded in the Science of Reading and the Reading Foundational Skills Standards.

Baseline

Current Microphase/Cycle: _____

- What progress do you want to see after 4 weeks of targeted small-group instruction? After 4 weeks, progress looks like...

Target Microphase/Cycle: _____

Data Analysis:

Student	Assessment Score	This student can...	This student needs...

Based on this week's data, what will you focus on next week with your small group?

Week 1

Target Skill(s)	Small-Group Activities	Formative Assessment

Student Identity & Combating Bias

Which activity will you try out this week to learn more about your students?	Which practice will you try when analyzing this week's data?
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AFTER ASSESSING: Analysis & Reflection

Date of assessment:

Date of reflection:

Student	Assessment Score	This student can...	This student needs...

Based on this week's data, what will you focus on next week with your small group?

Based on this week's identity activity, what did you learn about your students?

Week 2

Target Skill(s)	Small-Group Activities	Formative Assessment

Student Identity & Combating Bias

Which activity will you try out this week to learn more about your students?	Which practice will you try when analyzing this week's data?
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AFTER ASSESSING: Analysis & Reflection

Date of assessment:

Date of reflection:

Student	Assessment Score	This student can...	This student needs...

Based on this week's data, what will you focus on next week with your small group?

Based on this week's identity activity, what did you learn about your students?

Week 3

Target Skill(s)	Small-Group Activities	Formative Assessment

Student Identity & Combating Bias

Which activity will you try out this week to learn more about your students?	Which practice will you try when analyzing this week's data?
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AFTER ASSESSING: Analysis & Reflection

Date of assessment:

Date of reflection:

Student	Assessment Score	This student can...	This student needs...

Based on this week's data, what will you focus on next week with your small group?

Based on this week's identity activity, what did you learn about your students?

Week 4

Target Skill(s)	Small-Group Activities	Formative Assessment

Student Identity & Combating Bias

Which activity will you try out this week to learn more about your students?	Which practice will you try when analyzing this week's data?
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AFTER ASSESSING: Analysis & Reflection

Date of assessment:

Date of reflection:

Student	Assessment Score	This student can...	This student needs...

Based on this week's data, what will you focus on next week with your small group?

Based on this week's identity activity, what did you learn about your students?