

Figure 4.8. Here's What, So What, Now What Data Analysis Protocol

Analyze the data from the mathematics assessment for the entire grade level or course to address each part of the protocol.

Here's What

What are the data the team needs to be analyzing? Simply recognize the data, categories, and student populations. This is not yet the time to critique or make inferences about student learning in the data.

- Which aspects of mathematics should be examined (e.g., strands, standards, mathematical process standards)?
- Which student populations need to be examined for equity in student learning?
- If comparisons are to be made, should they be made looking at students as a cohort from one grade or course to the next or as part of a program looking at how students in the grade level or program did last year on a similar assessment to the students in the same grade level or course this year?

So What

Recognize trends from the data without yet making inferences or an action plan. Consider using the sentence frame, "I notice..." when articulating observations.

- What do you notice in the data?
- Which content is a strength for students in the grade level or course?
- Which content is a weakness for students in the grade level or course?

Now What


Make conclusions and inferences about the data to structure a collective response to student learning.

- Why might students have scored well or not scored well in light of instructional practices or programs? What will we do about it this year? Next year?
- How do the results show equity or inequity in learning between various student populations? Why? How will we address any inequities this year? Next year?

Conclude with an action plan and clear role responsibilities for each person involved in analyzing the data.

Source: Adapted from Wellman and Lipton (2004).

Figure 4.8. Here's What, So What, Now What Data Analysis Protocol

 Visit <http://mathedleadership.org/EAResources> to download a free reproducible version of this figure.