

PART III of Module (Data Analysis/Interpretation) Final Product

Data Analysis and Interpretation

Data Analysis

- **Utilize Excel to analyze a set of data (e.g., in a specific content area: reading-math or writing; for a classroom or small group or even individual student)**
- **Display the data analysis visually (e.g., using a graph, table, etc.—or taking excel data or samples of excel data from Project Part 2 and including it in the narrative word document –similar to the Lookup exercise where you copied the table from Excel into Word)**

Data Interpretation

- **Factors that may contribute to the data analysis**
- **Implications of the data for lesson development or instructional decisions**

This portion of your module final product should include an analysis of your data or samples of your data that you collected in Part II. By now you should have a detailed electronic (Excel) classroom data collection “instrument” of sources and information for the class you are currently assigned. The information or data collected could be quantitative (reading levels, proficient non-proficient etc...) and/or qualitative (observations, anecdotal records etc...) in nature. There is no set format for this – as it will depend greatly on how your mentor teacher collects data. It will vary depending on what your mentor teacher has available, what they are willing to share, what topic/unit the class is on, if your mentor teacher uses a county, state or school format or if they use their own “grade book instrument.”

In order to do this part of your project you should have collected some data (assessment results) and/or observations from your class. Using any of the Excel features that we experimented with in class (Data filtering, conditional formatting, graphing etc...) **analyze a set of data** (e.g., in a specific content area; for a classroom or small group or even individual student)

The written part of Part III, should include a short introduction about the class or situation you collected data on (i.e., I collected data on a first grade class of 15 students—you may want to elaborate further and explain the gender and race/ethnicity.), written explanation/specifics about the assessments/observations you collected (e.g., I used the states downloadable template on objective xyz and indicators 2,4,and5; or data were collected using the county supplied form XYZ which included; or my data collection combined literacy skill assessments that included: Concepts about Print; Hearing and Record Sounds; Word Recognition; Phonemic Awareness and Running Records and Book Levels; or my data collection combined math skill assessments which included pre-assessment math level and assessments targeting MSDE indicators ...)

The Module Final Project Part III is due on or before **Dec. 13th, 2004**. Send it as a Word attachment (or rich text format -.rtf) via email to dp151@umail.umd.edu . If you would like to have me look over it beforehand, I would be happy to do so.

Just for your records: The Module Final Project is due 12/13/04. Both an electronic copy and a hard copy of your Final Project must be submitted.

Please carefully edit all written assignments (All papers must be typed. It is recommended that materials be prepared on a personal computer (e.g., Word processor). Standard Paper size (8 1/2 X 11) should be used. Papers should be double spaced with 1 1/2 inch margins at top, bottom, and sides, using font size 12 and either Times New Roman or Arial font style.) . A lack of care in proofreading or composition can negatively affect your final grade. Please make sure your name is located on each page (use the Header/Footer option). Also make sure your name or initials is/are included in your electronic file name.

The citation style employed should be accurate, acceptable, and recognizable (MLA, Chicago (15th ed.) or APA (5th ed.) practice. The [American Psychological Association](http://www.apa.org) (APA: <http://www.apa.org>) style of citation is preferred. For quick basics, visit:

- Columbia University Press - http://www.columbia.edu/cu/cup/cgos/idx_basic.html
- Harvard Writing Center Resources - <http://www.fas.harvard.edu/~expos/index.cgi?section=resources>
- Purdue's Online Writing Lab (OWL) - <http://owl.english.purdue.edu/>
- Rensselaer polytechnic Institute Writing Center - <http://rpi.edu/web/writingcenter/handouts.html>
- University of Wisconsin-Madison Writing Center - <http://www.wisc.edu/writing/>