

Activity 1: Trendline Analysis

Directions:

- **Review** the instructions for plotting a trendline on the following page and use the example in the presentation to fully illustrate the trendline application.
- **Reflection Question:** Is the trendline steeper (or higher) than the actual goal line, or is it less steep (lower) than the goal line? What would be the instructional implication?

Activity 1. Instructions for Plotting a Trendline

To establish a trendline, gather data until eight data points are collected and a minimum of four weeks of instruction have occurred (e.g., one data point per week for eight weeks of instruction.)

To plot a trendline:

1. Divide the data points into 3 equal sections by drawing two vertical lines.
2. In the 1st and 3rd sections, find the median data point and median instructional week. Locate the place on the graph where the two values intersect and mark with an “X”.
3. Draw a line through the two “X’s” extending to the margins of the graph. This represents the trendline or line of improvement.

To analyze the data:

If the trend of student progress is greater or steeper than the goal line, the student will likely reach the learning goal sooner than expected. In that case, consider raising the goal for the student.

If the trend of student progress is lower or less steep than the goal line, the student is not likely to meet the goal at the expected time. The grade-level team should then consider making an instructional change for the student.

Example of Trendline Analysis

