

**Students will be able to:**

- interpret and discuss MDI data
- read and interpret graphs

## EXPLORING THE DATA (PART 1)

This lesson plan support students' exploration of MDI data and ideally follows a lesson plan to introduce the MDI. Part 1 explores the data presented in MDI reports, and Part 2 supports prioritizing ideas for action based on the data.

### Exploring The Data Lesson Plan

**TIME**

- 50 minutes (fast pacing)
- 80 minutes (more time for discussion)

**REFERENCES & LINKS**

- Discover MDI - [discovermdi.ca](http://discovermdi.ca)

**MATERIALS**

- Your MDI reports: School reports may also be available.
- Student Worksheet: Exploring MDI Data
- Presentation slides
- Optional: MDI Companion Guide - For detailed descriptions of each of the measures on the MDI.

**NOTES:**

- This lesson plan can work with School Reports or School District Reports.
- School reports are not available where fewer than 5 students have participated to protect confidentiality. If you have a smaller school population (fewer than 20 students in the Grade), we recommend working with the School District Reports

**REFERENCES & LINKS**

- Discover MDI - [discovermdi.ca](http://discovermdi.ca)
- [MDI reports - earlylearning.ubc.ca/maps/mdj/nh/#mdiReports](http://MDIreports-earlylearning.ubc.ca/maps/mdj/nh/#mdiReports)

**Preparation**

Using copies of the MDI report, set up the data stations around the room. You will have one station for each of the 5 dimensions.

Choose one of the three options for narrowing down the data to explore and set up the data stations accordingly:

- 1. Explore all of the data:** Don't narrow down the data to explore at all. This allows for the richest exploration of the data, but will be the most time consuming. To set up the data stations, print up the results for each of the MDI dimensions and post them around the room. This option is recommended for a longer lesson (~80 minutes).
- 2. Explore the first page of the results for each dimension:** This is an effective way of narrowing down the number of measures to explore and limits the possibilities for student distraction. There are between 3-6 measures on the first page of each dimension (which can be further narrowed down by circling or highlighting the measures of interest). To set up the data stations, print up the first page of the results for each of the MDI dimensions and post them around the room.
- 3. Select 3 to 5 measures of interest for each dimension:** This both narrows down the measures to explore, but allows educators to choose the measures that will be of most interest to their students, to the school or most related to other discussions happening in the classroom. To set up the data stations, print up all of the results for each of the MDI dimensions, then circle or highlight the 3 to 5 measures of interest before posting them around the room.

**Lesson Plan Outline**

**Welcome & Review (5 mins) Slides 1-5:**

Review of what the MDI is, including the 5 dimensions, and how the data are actionable.

**Data Literacy: Understanding bar graphs - (10 min) – Slides: 6-10**

Using the slides and notes in the powerpoint (Slides 6-9), students will learn how to interpret the bar graphs and how to compare results to the average results.

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read and interpret graphs

## EXPLORING THE DATA (PART 1)

### **Explore the data (25 min) Slides: 11-15**

Using slide deck (Slides 11-13), introduce and define each of the 5 MDI dimensions (5 min).

Based on their interest, have students choose one of the five dimensions to explore in depth and write the dimension name down on their Exploring MDI Data worksheet.

Possible adaptation: Time permitting, give students time (15-20 min) to go around to each of the 5 data stations, make note of anything they find interesting and choose a dimension to focus on based on their examination of each station.

### **Individual Work (10 min)**

Students go to the data station for the dimension that they have chosen to explore the posted data. Ask students to answer the following questions on their worksheet and be prepared to discuss their answers in small groups (Slides 14-15).

- What surprises you about the results?
- What are you curious about from the results?
- Where is your school/district doing well?
- What are the areas of improvement for your school/district?

### **Small group discussion (5 min)**

In small groups, have students share with their group one thing they wrote down about what surprised them and/or they were curious about.

Note: If there is a large number of students at one station, form multiple small groups within that station. This can also be done in partners.

### **Teacher-led large group discussion (5 min)**

Try to get one response from each of the 5 domains for the following questions:

- What were some of the things you were surprised about/curious about?
- Were you surprised/curious about some of the same things or different things as others in your group?
- What do you think our school/district is doing well? (Time permitting)
- What do you think the areas of improvement are for our school/district? (Time permitting)

### **Wrap Up (10 min)**

Full group discussion: Imagine you are a teacher or superintendent making decisions about how to support the students at this school. Based on the MDI results, what area would you focus on to help students the most?

Record student ideas on the board.

If necessary, vote on an area/measure to use in Part 2.

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**WORKSHEET**

## THE MDI: EXPLORING OUR DATA

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

## The Dimension I am focusing on:

I am surprised about....	I am curious about...
What we are doing well..	Areas for improvement:

Grade: \_\_\_\_\_

Topic: \_\_\_\_\_

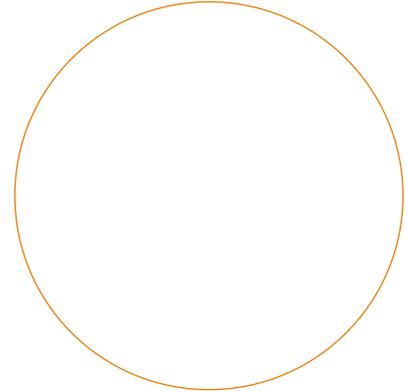
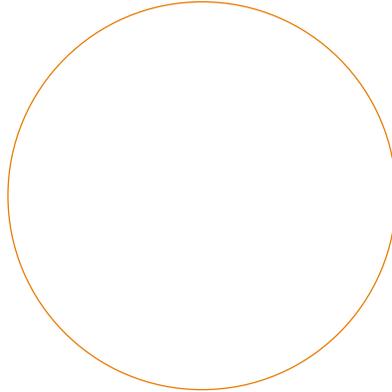
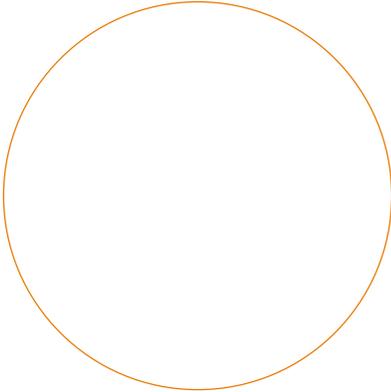
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# big ideas

## GUIDING QUESTIONS

(Fill in based on the lesson being taught through your selected curriculum)



## SEL GUIDING IDEAS

(Fill in based on SEL needs of the class)

# curriculum

## CORE COMPETENCIES APPLICATION AREAS

(Check all that apply after adapting for your curriculum)

### COMMUNICATION

1. Connect and engage with others (to share and develop ideas)
2. Acquire, interpret and present information (includes inquiries)
3. Collaborate to plan, carry out and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

### THINKING

#### Creative Thinking

1. Novelty and value
2. Generating ideas
3. Developing ideas

#### Critical Thinking

1. Analyze and critique
2. Question and investigate
3. Develop and design

### PERSONAL & SOCIAL AWARENESS

#### Positive Personal & Cultural Identity

1. Relationships and cultural contexts
2. Personal values and choices
3. Personal strengths and abilities

#### Positive Personal & Cultural Identity

1. Self-determination
2. Self-regulation
3. Well-being

#### Positive Personal & Cultural Identity

1. Contributing to community & caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building relationships

## CURRICULAR COMPETENCIES