

Working with Individual Student Data

What source(s) of data are you using?

Where are you starting your data inquiry?

Is data preparation necessary? If yes, how will you prepare the data?

Guided Exploration	Reflection Questions (ideas on verso)

Using coloured highlighters, note the students who:

Have adaptations in:	☐ Reading & Writing	☐ Mathematics
Self-identify as:	☐ African Heritage	☐ Indigenous Ancestry
Gender:	☐ Female ☐ Male	☐ X

Domain	Below or approaching the expectation		At or above the expectation	
Reading performance:	☐ Level 1	☐ Level 2	☐ Level 3	☐ Level 4
Writing performance:	☐ Level 1	☐ Level 2	☐ Level 3	☐ Level 4
Mathematics performance:	☐ Level 1	☐ Level 2	☐ Level 3	☐ Level 4

Components/genres/strands:
Cognitive levels:

Working with Individual Student Data

What source(s) of data are you using?

2022-2023 RWM6/LE6 Student Data, school list

Where are you starting your data inquiry?

Writing Performance

Is data preparation necessary? If yes, how will you prepare the data?

Data is sorted by Writing Scaled Score (low to high). Some columns are hidden.

Guided Exploration	Reflection
1. Look at Writing Performance column. <u>Draw a line</u> across the sheet between each change in level (between level 1 and level 2, between level 2 and level 3, between level 3 and level 4)	Reflect on the number of students at each level. Does your perspective change when looking at rows of students rather than overall percentages?
2. Highlight the ten (10) students who are closest to meeting the expectation in writing (students in Level 2 with the highest Writing scaled scores) Within this group, highlight students using the checklist below.	What pops out at you? Are there any patterns or trends appearing? Anything surprising or unexpected?

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Mathematics performance:	☐ Level 1	☐ Level 2	☐ Level 3	☐ Level 4

Components/genres/strands: "at or above" in Ideas, Organization, Language Use, Conventions

Cognitive levels: