



## **TOOL // Data Management Feedback Recording Form**

### **What is it used for?**

The tool outlines the criteria for each level of performance and then provides a list of next steps to be highlighted. A class overview sheet is also provided.

### **How do you use it?**

As students work through a data management task the teacher, using both student products and observations, highlights student performance on the top grid. Using that information, next steps for individual students are highlighted and provide specific feedback to the student for improvement. The Rubric/Next steps can be copied onto an envelope. Place all student work that has feedback within the envelope. Next Steps that are specific to a student can be highlighted to ensure parents are aware of the areas that will continue to be worked on (Spaced Practice). The envelope with next steps and completed work with feedback can be sent home.

The class record sheet lists all the next steps with a column to record which next step was highlighted for each student. This comes in handy when reporting ensuring that feedback on the report card is personalized. These next steps can help determine topics, concepts or big ideas that need to be reviewed and help identify the type of learning experiences the students require to close gaps. The class form allows the teacher to group students requiring similar next steps for remediation or further targeted instruction. The form also allows the teacher a quick record of feedback given to use when identifying how the student uses feedback to improve.

## DATA MANAGEMENT

### Constructs simple charts and graphs

Advanced	Proficient	Basic	Minimal
The student develops own survey, collects data, and uses it to create simple charts and graphs. The students can read, interpret and analyse graphs (What each bar is valued and what this information means: infer about the population from the results given).	The student collects data and creates simple charts and graphs. The student can read basic data from graphs (How much each bar is valued).	The student makes errors when collecting or creating simple charts and graphs. The student is unable to read graphs.	The student needs teacher assistance when collecting and creating simple charts and graphs. The student is unable to read graphs.

For a graph to be complete, the student will need to include title, labels, columns or rows, symbols and key.

#### NEXT STEPS:

1. The student is encouraged to accurately collect and record data into tally charts in order to transfer this data successfully into an appropriate graph. Reviewing information recorded before moving on to the next person interviewed would be beneficial.
2. The student should continue to work on his/her ability to communicate mathematical thinking on paper. Work completed is disorganized and occasionally is not relevant to the topic at hand.
3. The student should be provided with more opportunities to develop survey questions that don't include the words 'favourite' or 'like'.
4. The student should continue to work on labelling graphs, including title, scale and appropriate labels. This will help the student to understand and describe the data represented in the graphs.
5. The student should attempt to construct survey questions that were original and thought-provoking, provide a variety of questions that are out side the box.
6. The student is encouraged to read and interpret the data that is presented in bar graphs and pictographs. Communication of thinking should be clear and use comparative language.
7. The student should further his/her understanding of the purpose of the labels/title on

graph to the interpretation of results. Reading graphs not just for surface information but for analysis of the population surveyed.

<b>DATA MANAGEMENT</b> <b>Constructs simple charts and graphs</b>	
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