

Figure 4.6: Completing the Data-Informed Story

Parts of the Data Story Informed by the Data Set (What facts can we glean from the data?)	Parts of the Data Story Not Informed by the Data Set (What other useful information do we have that we should consider?)
- As a grade level, students were strongest with questions that used ratio tables to determine equivalent ratios. - As a grade level, about half the students were proficient with comparing ratios using a ratio table. - As a grade level, students struggled the most with the questions on unit conversions.	- We taught ratio tables earliest in the unit and have consistently used them since. - We taught unit conversions last and devoted the least amount of time to them. - This assessment has a lot of word problems.
Questions We Want Answered to Make the Data Story More Complete	Inferences We Have Drawn From All the Information Available
- Did students struggle more with unit conversions because of how we asked the questions on the assessment or because they haven't grasped the concept yet? - How did our English learners perform compared to their English-proficient peers?	- We may need to spend more time on unit conversions before expecting students to master the concept. - Some students may have struggled with the assessment due to the reading component of the word problems.