

**Practice:** Writing Data Summaries

Part A: Difference between Examples and Non-examples

Read the examples and non-examples below. Summarize the differences between these statements.

<b>Example</b>	<b>Non-Example</b>
Over the last three years, male students have improved 20% on the reading benchmark assessment and female students have improved 35%.	We need a pull-out reading program for boys who are not reaching mastery in any area of reading.
There is a 30% gap between ELL students and non-ELL students in the functions and algebraic thinking areas of mathematics.	All English Language Learners are not doing very well in their mathematics learning at the elementary level.
Fifteen percent of our students mastered argumentative writing that demonstrated coherence, support for claims, and rationale for counter-claims.	Most of our students do not know how to write the argumentative style in any subject area.
High SES students of both genders constitute 85% of the top two levels in mathematics achievement on the state assessment.	Low SES students have not mastered the basic mathematics knowledge and skills so they don't score well in higher mathematics concepts.
Eighth grade male students' average performance on the interim assessment is 10% lower in reading comprehension than female 8 <sup>th</sup> grade students.	Most boys have difficulty in the language arts.

*Summary of Differences:*

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- Examples are longer than non-examples.
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Part B: Revise Sample Data Statements

Take **two** of the Examples and revise to make them more specific and descriptive.

*Example:* Instead of “reading benchmark” list specific areas of need within reading—  
comprehension, word recognition, or fluency