Name _____ Date _____

John's Data Check-In: Questions 3–10 Feedback Box Teacher-to-Student	Expectation	Check In	Comments
Use words and symbols (e.g., <, >, =) to show comparisons of quantities. [Q# 7–9]	E1		
Use and apply place value concepts and comparative language to compare and order lengths (e.g., shorter, longer, shortest, longest). [Q# 5–6, 10A]	E2		
Solve word problems (e.g., compare) involving length. [Q# 5–6, 10A, C]	E3		
Read a table and bar graph to find information about a data set. [Q# 3–6, 10A–B]	E9		
Use a table and bar graph to solve problems about a data set. [Q# 5–6, 10A–C]	E10		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 3–6, 10A, C]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 5–6,10C]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 3–6,10A, C]				

Name _____ Date _____

John's Data Check-In: Question 10
Feedback Box

Student-to-Student	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE2. Find a strategy. I choose good tools and an efficient strategy for solving the problem. [Q# 10C]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 10C]				
MPE6. Use labels. I use labels to show what numbers mean. [Q# 10A–C]				