|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Making Dot Plots and Bar Graphs** **Behaviours/Strategies** | | | | |
| 1. Student chooses a template and   attempts to create a one-to-one  display (e.g., dot plot, bar graph),  but does not include labels. | 1. Student creates a one-to-one   display, but struggles to translate  information from tally chart to  graph (i.e., numbers in tally chart  and graph do not match). | 1. Student creates a one-to-one   display, but bunches ●s together  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a05_t01_blm.jpor does not space ●s or shaded  rectangles  equally. | | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a05_t02_blm.jpStudent successfully creates one-to-one displays (e.g., dot plot, bar graph). |
| **Observations/Documentation** | | | | |
|  |  |  | |  |
|  |  |  | |  |
| **Reading and Interpreting Graphs Behaviours/Strategies** | | | | |
| 1. Student reads displays, but counts ●s or coloured rectangles twice or mixes up the number word sequence.   “1, 2, 3, 5, 6” | 1. Student reads displays, but   struggles to interpret data to  answer “how many” questions. | 1. Student reads displays, but   struggles to interpret data to  answer comparison questions  (e.g., how many more/less). | 1. Student successfully interprets   displays by noting how many  more/less than other categories. | |
| **Observations/Documentation** | | | | |
|  |  |  |  | |