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| **Making Concrete Graphs and Pictographs** **Behaviours/Strategies** |
| 1. Student labels columns, but is

unable to sort objects to createdisplay. | 1. Student creates display, but sorts

objects into piles or bunchespictures together on graph.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a04_t01_blm.jp | 1. Student creates display, but objects/pictures are not equally spaced and aligned or pictures have different sizes.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a04_t02_blm.jp | 1. Student successfully creates

displays using objects or simplepictographs.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a04_t03_blm.jp |
| **Observations/Documentation** |
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| **Reading and Interpreting Graphs Behaviours/Strategies** |
| 1. Student reads displays, but counts objects/pictures twice or mixes up the number word sequence.
 | 1. Student reads displays, but

struggles to interpret data toanswer “how many” questions. | 1. Student reads displays, but

struggles to interpret data toanswer comparison questions(e.g., how many more/less). | 1. Student successfully interprets

displays by noting how manymore/less than other categories. |
| **Observations/Documentation** |
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