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| **Conducting Surveys Behaviours/Strategies** | | | |
| 1. Student thinks of a topic, but is   unable to formulate a question or  does not include sample responses.  “My favourite animal is a dog.” | 1. Student formulates a question, but struggles to record responses using simple records.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d01_a06_t01_blm.jp | 1. Student formulates a question that can be addressed through a survey and collects data, but struggles to use data to draw conclusions. | 1. Student successfully formulates   a question that can be addressed  through a survey, collects data  using simple records, and uses data to draw conclusions. |
| **Observations/Documentation** | | | |
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| **Making, Reading, and Interpreting Graphs Behaviours/Strategies** | | | |
| 1. Student creates a 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 display, but   bunches items together or  does not space items or shaded  rectangles equally. | 1. Student reads displays, but   struggles to interpret data to  answer questions. | 1. Student successfully interprets   displays by noting how many  more/less than other categories. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can read and interpret concrete graphs and pictographs.  **(Activities 1, 4, 6)** |  |  |  |  |  |  |  |  |  |
| Student can read and interpret line plots and bar graphs.  **(Activities 2, 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student can write a survey question with a limited number of reasonable responses.  **(Activities 3, 6)** |  |  |  |  |  |  |  |  |  |
| Student can ask a survey question to collect data, and can use collected data to draw conclusions.  **(Activities 3, 6)** |  |  |  |  |  |  |  |  |  |
| Student can create concrete graphs and pictographs to display data.  **(Activities 4, 6)** |  |  |  |  |  |  |  |  |  |
| Student can create line plots and bar graphs to display data.  **(Activities 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student uses math language when answering questions and comparing data.  **(Activity 1, 2, 3, 4, 5, 6)** |  |  |  |  |  |  |  |  |  |
| Student can decide whether two graphs show the same data.  **(Activities 2, 5)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Reads and interprets concrete graphs and pictographs.  **(Activities 1, 4, 6)** |  |  |  |
| Reads and interprets line plots and bar graphs.  **(Activities 2, 5, 6)** |  |  |  |
| Writes a survey question with a limited number of reasonable responses.  **(Activities 3, 6)** |  |  |  |
| Asks a survey question to collect data, and uses collected data to draw conclusions.  **(Activities 3, 6)** |  |  |  |
| Creates concrete graphs and pictographs to display data.  **(Activities 4, 6)** |  |  |  |
| Creates line plots and bar graphs to display data.  **(Activities 5, 6)** |  |  |  |
| Uses math language when answering questions and comparing data.  **(Activity 1, 2, 3, 4, 5, 6)** |  |  |  |
| Decides whether two graphs show the same data.  **(Activities 2, 5)** |  |  |  |

Strengths:

Next Steps: