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| **Making Dot Plots and Bar Graphs** **Behaviours/Strategies** |
| 1. Student chooses a template and

attempts to create a one-to-onedisplay (e.g., dot plot, bar graph),but does not include labels. | 1. Student creates a one-to-one

display, but struggles to translateinformation from tally chart tograph (i.e., numbers in tally chartand 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 shadedrectangles 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).
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| **Observations/Documentation** |
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| **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 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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