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| **Conducting Surveys Behaviours/Strategies** |
| 1. Student thinks of a topic, but is

unable to formulate a question ordoes 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 addressedthrough a survey, collects datausing 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 informationfrom tally chart to graph (i.e., numbers in tally chart andgraph do not match). | 1. Student creates a display, but

bunches items together ordoes not space items or shadedrectangles equally. | 1. Student reads displays, but

struggles to interpret data toanswer questions. | 1. Student successfully interprets

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