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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. Text     Description automatically generated with low confidenceStudent formulates a question, but struggles to record responses using simple records. | 1. Student formulates a question that can be addressed through a survey and collects data in a two-way tally table, but struggles to use data to draw conclusions. | 1. Student successfully formulates   a question that can be addressed  through a survey, collects data  in a two-way tally table, 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 table to graph (i.e., numbers in tally table 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 and identifying the mode(s). |
| **Observations/Documentation** | | | |
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