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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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| 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: