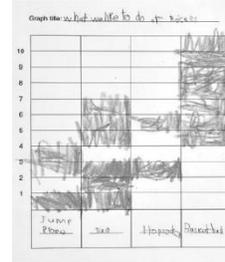


Making Line Plots and Bar Graphs Behaviours/Strategies

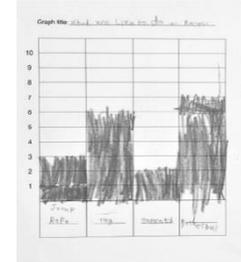
1. Student chooses a template and attempts to create a one-to-one display (e.g., line plot, bar graph), but does not include labels.

2. Student creates a one-to-one display, but struggles to translate information from tally chart to graph (i.e., numbers in tally chart and graph do not match).

3. Student creates a one-to-one display, but bunches Xs together or does not space Xs or shaded rectangles equally.



4. Student successfully creates one-to-one displays (e.g., line plot, bar graph).



Observations/Documentation

Reading and Interpreting Graphs Behaviours/Strategies

1. Student reads displays, but counts Xs or coloured rectangles twice or mixes up the number word sequence.

“1, 2, 3, 5, 6”

2. Student reads displays, but struggles to interpret data to answer “how many” questions.

3. Student reads displays, but struggles to interpret data to answer comparison questions (e.g., how many more/less).

4. Student successfully interprets displays by noting how many more/less than other categories.

Observations/Documentation