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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. 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 addressedthrough a survey, collects datain 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 informationfrom tally table to graph (i.e., numbers in tally table 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 and identifying the mode(s). |
| **Observations/Documentation** |
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