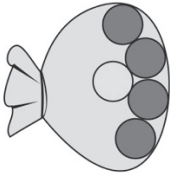
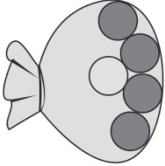
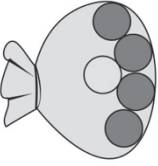


Exploring the Likelihood of Events Behaviours/Strategies		
1. Student reads card, but struggles to understand chance word used to describe likelihood of event.	2. Student knows chance word used to describe likelihood of event, but does not know where to start to make matching bag. "How do I to make a bag where a red counter is more likely?"	3. Student knows chance word and makes matching bag, but thinks only one bag is possible. <div>  <p>"My friend has the same card and he made a different bag. He's wrong."</p> </div>
Observations/Documentation		
4. Student describes the likelihood of events and makes matching bag, but struggles to justify thinking. <div>  <p>"I made this bag to show red is more likely, but I can't explain why."</p> </div>		
5. Student successfully describes the likelihood of events and makes matching bag, but does not understand why results of experiment do not match prediction. <div>  <p>"I know it is more likely to get a red counter, but I got 11 red and 9 yellow. It's almost the same."</p> </div>		
6. Student successfully describes the likelihood of events, makes matching bag, and performs simple experiments to verify predictions.		
Observations/Documentation		

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can create an event/pair of events to match each chance word. (Activities 7)									
Student can compare events to decide which event is more/less likely or whether they are equally likely. (Activities 7, 8, 9)									
Student can use the language of chance to describe the likelihood of events. (Activities 7, 8, 9)									
Student can place events along a value line in the appropriate positions. (Activities 7)									
Student can use a chance word to describe a bag of counters or a spinner. (Activities 8)									
Student can conduct a simple probability experiment to check his or her prediction. (Activities 8, 9)									
Student can make a bag of counters to match an event. (Activities 9)									

Name: _____

	Not Observed	Sometimes	Consistently
Creates an event/pair of events to match each chance word. (Activities 7)			
Compares events to decide which event is more/less likely or whether they are equally likely. (Activities 7, 8, 9)			
Uses the language of chance to describe the likelihood of events. (Activities 7, 8, 9)			
Places events along a value line in the appropriate positions. (Activities 7)			
Uses a chance word to describe a bag of counters or a spinner. (Activities 8)			
Conducts a simple probability experiment to check his or her prediction. (Activities 8, 9)			
Makes a bag of counters to match an event. (Activities 9)			

Strengths:

Next Steps: