


# Master 16a: Activity 6 Assessment

## Data Management: Consolidation

<b>Conducting Surveys Behaviours/Strategies</b>			
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."	2. Student formulates a question, but struggles to record responses using simple records.   "Which fruit do you like best: apples, oranges, grapes?"	3. Student formulates a question that can be addressed through a survey and collects data, but struggles to use data to draw conclusions.	4. Student successfully formulates a question that can be addressed through a survey, collects data using simple records, and uses data to draw conclusions.
<b>Observations/Documentation</b>			
<b>Making, Reading, and Interpreting Graphs Behaviours/Strategies</b>			
1. Student creates a display, but struggles to translate information from tally chart to graph (i.e., numbers in tally chart and graph do not match).	2. Student creates a display, but bunches items together or does not space items or shaded rectangles equally.	3. Student reads displays, but struggles to interpret data to answer questions.	4. Student successfully interprets displays by noting how many more/less than other categories.
<b>Observations/Documentation</b>			

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can read and interpret concrete graphs and pictographs. <b>(Activities 1, 4, 6)</b>									
Student can read and interpret line plots and bar graphs. <b>(Activities 2, 5, 6)</b>									
Student can write a survey question with a limited number of reasonable responses. <b>(Activities 3, 6)</b>									
Student can ask a survey question to collect data, and can use collected data to draw conclusions. <b>(Activities 3, 6)</b>									
Student can create concrete graphs and pictographs to display data. <b>(Activities 4, 6)</b>									
Student can create line plots and bar graphs to display data. <b>(Activities 5, 6)</b>									
Student uses math language when answering questions and comparing data. <b>(Activity 1, 2, 3, 4, 5, 6)</b>									
Student can decide whether two graphs show the same data. <b>(Activities 2, 5)</b>									

Name: \_\_\_\_\_

	Not Observed	Sometimes	Consistently
Reads and interprets concrete graphs and pictographs. <b>(Activities 1, 4, 6)</b>			
Reads and interprets line plots and bar graphs. <b>(Activities 2, 5, 6)</b>			
Writes a survey question with a limited number of reasonable responses. <b>(Activities 3, 6)</b>			
Asks a survey question to collect data, and uses collected data to draw conclusions. <b>(Activities 3, 6)</b>			
Creates concrete graphs and pictographs to display data. <b>(Activities 4, 6)</b>			
Creates line plots and bar graphs to display data. <b>(Activities 5, 6)</b>			
Uses math language when answering questions and comparing data. <b>(Activity 1, 2, 3, 4, 5, 6)</b>			
Decides whether two graphs show the same data. <b>(Activities 2, 5)</b>			

Strengths:

Next Steps: