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| **Exploring the Likelihood of Events Behaviours/Strategies** | | |
| 1. Student reads card, but struggles to understand chance word used to describe likelihood of event. | 1. 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?” | 1. Student knows chance word and makes   matching bag, but thinks only one bag is  possible.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d02_a09_t01_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student describes the likelihood of events and   makes matching bag, but struggles to justify  thinking.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d02_a09_t02_blm.jp | 1. Student successfully describes the likelihood of events and makes matching bag, but does not understand why results of experiment do not match prediction.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_d02_a09_t03_blm.jp | 1. Student successfully describes the likelihood   of events, makes matching bag, and performs  simple experiments to verify predictions. |
| **Observations/Documentation** | | |
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| 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **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: