Data Management and Probability

Activity 1 Assessment
Qualitative and Quantitative Data

| Collecting, Organizing, and Representing Data |  |  |
| :---: | :---: | :---: |
| Creates questions of interest that generate qualitative and/or quantitative data. <br> What types of waste do you have after eating your lunch: waste, recycling, organic? <br> "I will get qualitative data because the possible answers are categories." | Collects data using appropriate organizers (e.g., frequency tables, stem-and-leaf plots). <br> "I organized the data using a frequency table to I can see the number of times most students wrote the word data" | Represents results using various tools. <br> "I showed the data on a bar graph using many-toone correspondence." |
| Observations/Documentation |  |  |
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## Activity 1 Assessment Qualitative and Quantitative Data

| Collecting, Organizing, and Representing Data (cont'd) |  |  |
| :---: | :---: | :---: |
| Differentiates between primary and secondary data. <br> "When I collect information, it is primary data. When I use data collected by someone else, it is secondary data." | Represents data graphically using many-to-one correspondence with appropriate scales and intervals. <br> Number of Breaths by Grade 4 Students <br> "I showed the data on a multiple-bar graph using many-to-one correspondence." | Creates infographics to show data in appropriate ways and incorporates relevant information for a specific audience. <br> "I want Grade 4 students to use the data to decide if they get enough exercise." |
| Observations/Documentation |  |  |
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