

Activity 2 Assessment

Collecting and Organizing Data

Collecting, Organizing, and Representing Data

Creates questions of interest that generate qualitative and/or quantitative data.

What types of waste do you have after eating your lunch: waste, recycling, organic?

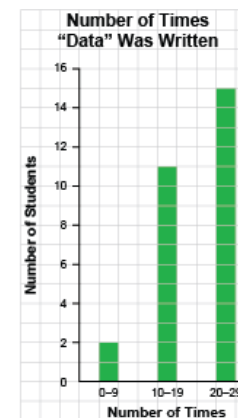
"I will get qualitative data because the possible answers are categories."

Collects data using appropriate organizers (e.g., frequency tables, stem-and-leaf plots).

Number of times "data" written	Frequency
0–9	2
10–19	11
20–29	15

"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.



"I showed the data on a bar graph using many-to-one correspondence."

Observations/Documentation

Activity 2 Assessment

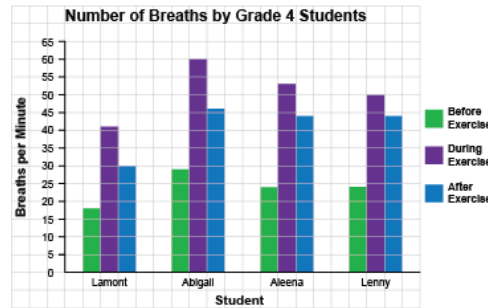
Collecting and Organizing Data

Collecting, Organizing, and Representing Data (cont'd)

Differentiates between primary and secondary data.

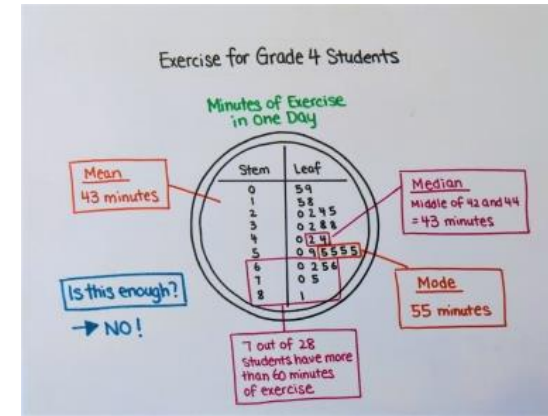
“When I collect information, it is primary data.
When I use data collected by someone else, it is secondary data.”

Represents data graphically using many-to-one correspondence with appropriate scales and intervals.



“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.



“I want Grade 4 students to use the data to decide if they get enough exercise.”

Observations/Documentation