

# Activity 1 Assessment

## Exploring First-Hand and Second-Hand Data

### Collecting, Organizing, and Representing Data

Differentiates between first-hand and second-hand data.



“First-hand data is when I survey the people on my street to see if they want a street party on Canada Day. Second-hand data is when my fitness tracker collects the number of steps I take.”

Formulates questions to make comparisons between two groups or events.

Which type of music do you like to listen to the most: Country, Modern, Rock, Dance, Sounds of Nature?

“I would ask two different grade 5 classes which type of music they prefer to listen to, then make a comparison.”

Chooses the most efficient sampling technique to collect data that is representative of a population.

“I would collect first-hand data when finding out about classmates, friends, and family; people I can survey or talk to directly. It is better to collect second-hand data when finding out about Canada, Canadians, and large populations.”

### Observations/Documentation

# Activity 1 Assessment

## Exploring First-Hand and Second-Hand Data

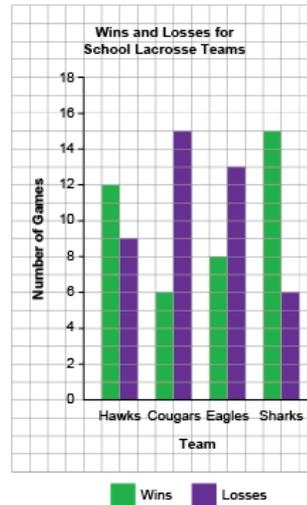
### Collecting, Organizing, and Representing Data (cont'd)

Collects and displays two sets of data using appropriate organizers.

Team	Wins	Losses
Hawks	12	9
Cougars	8	15
Eagles	8	13
Sharks	15	8

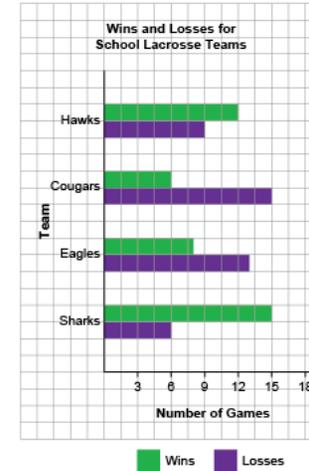
"I collected first-hand data from members of each of the 4 teams and displayed the data in a table."

Represents two sets of data on a double-bar graph using many-to-one correspondences.



"I used a scale of 2:1 to display the 2 sets of data because most of the numbers were even numbers and an odd number would end with half a square."

Creates double-bar graphs using first-hand and second-hand data using many-to-one correspondences.



"I decided to display the data using a horizontal double-bar graph because it is easier to read. It has a 3:1 scale because most of the numbers were multiples of 3."

### Observations/Documentation