

Activity 3 Assessment

Collecting and Organizing Data

Collecting and Organizing Data		
<p>Recognizes the difference between first- and second-hand data.</p> <p>“I measured the height of the tomato plant daily, so that is first-hand data. I got the heights of the basketball players from the Internet, so that is second-hand data.”</p>	<p>Formulates questions to help with data collection.</p> <p>“I wanted to find my classmates’ favourite raw vegetable. I asked: What is your favourite raw vegetable: cauliflower, broccoli, celery, carrot, cucumber, other?”</p>	<p>Chooses best method to collect data (e.g., first- or second-hand data, survey vs experiment, databases vs electronic media).</p> <p>“To find out what people think about the renovations to the community centre, I would collect first-hand data using a questionnaire.”</p>
Observations/Documentation		

Activity 3 Assessment

Collecting and Organizing Data

Collecting and Organizing Data (cont'd)

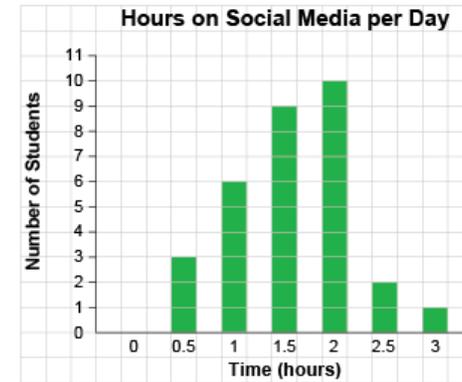
Chooses representative sampling technique to collect relevant data (e.g., simple/systematic random, stratified).

“I can’t survey everyone who enters the community centre. I will use systematic random sampling and survey every 10th person.”

Represents collected data using appropriate organizers.

“I would display the data in a bar graph so that it is easy for others to see how satisfied the community is with the renovations.”

Uses collected data to draw conclusions and make informed decisions.



“This graph tells me that more of my Grade 6 classmates spend between 1.5 h and 2 h a day on social media. This is a sample of the Grade 6 students and is not representative of all Grade 6 classes across Canada.”

Observations/Documentation