Data Management

Activity 3 Assessment

Comparing Graphs

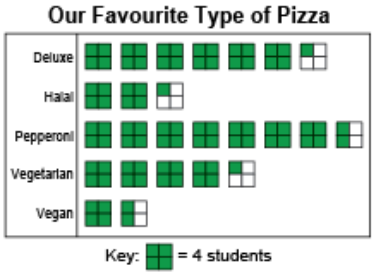
Describing and Representing Data

Describes given data using frequency counts.	Represents data using a pictograph or dot plot using many-to-one correspondence.	Represents data using a bar graph using many-to-one correspondence.	Flexibly creates representations to show data using many-to-one correspondence.

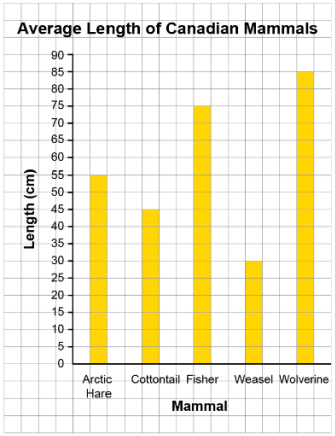
Students in three Grade 4 classes were asked to choose their favourite pizza.

Pizza Type	Number of Students
Deluxe	25
Halal	9
Pepperoni	30
Vegetarian	17
Vegan	6

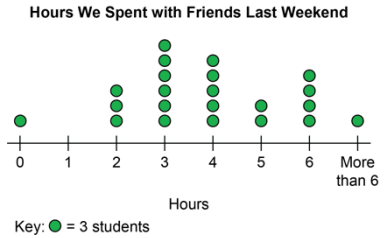
"30 students chose Pepperoni as their favourite pizza. Only 6 students chose Vegan."



"The key is 1 square represents 4 students. For 17 students: 17 ÷ 4 = 4 R1, so I drew 4 full squares, and one-fourth of another square."



"I used the scale 1 square = 5 cm to represent animal lengths. All of the lengths were divisible by 5, so I divided each animal's length by 5 to find the number of squares in each bar."



"I used a key of 1 dot = 3 students because all numbers are multiples of 3 and are in the skip-counting by 3s sequence. Other students will find it easy to interpret."

Observations/Documentation

Mathology 4 Alberta
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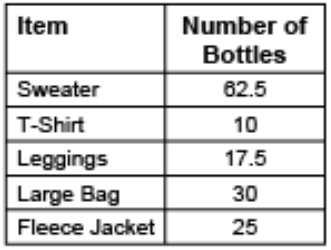
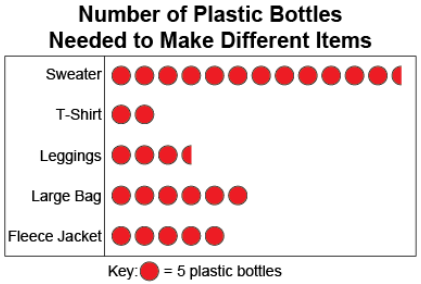
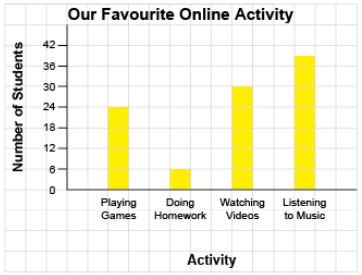
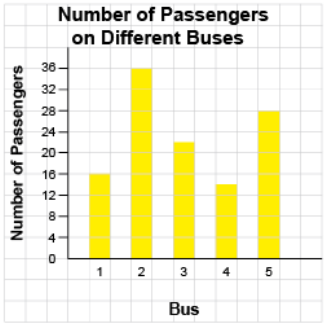
Data Management

Activity 3 Assessment

Comparing Graphs

Interpreting Data and Making Informed Decisions

Draws conclusions based on data presented.	Uses inferences to make predictions about future events.	Interprets the results of data presented graphically.	Analyzes and interprets data to make convincing arguments and informed decisions.
			
“A sweater uses about 6 times as many bottles as a t-shirt.”	“More t-shirts could be made and sold with the fewest number of plastic bottles. I predict it would take less time to collect bottles and more money could be made. I think t-shirts should be sold for a fundraiser.”	"The bar graphs shows 99 students took the survey: 24 + 6 + 30 + 39 = 99. 15 more students listen to music than play games on-line.”	“Since most passengers are on bus number 2, the bus company might add another bus to that route. The company could take one of the schedule times from bus number 4 and give it to bus 2 because it has the fewest number of passengers. It is important to meet the needs of the passengers.”

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