

Planning a Celebration Level 2, Sample 1

A

Planning A Celebration

Your class is planning a celebration.

Create a survey question.

Ask ten people your question.

Record their choices.

My Survey Question and My Data

What kind of music do you like?

Brittany ✓✓✓
Spears,

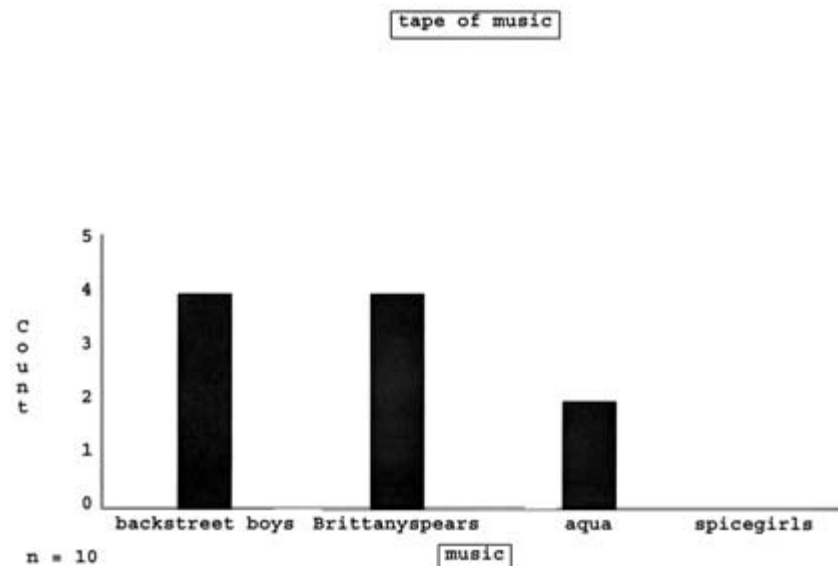
Backstreet Boys. ✓✓✓✓

aqua. ✓✓✓

Spicegirls.

B

Here is my graph of the data I collected:



C

Things I will say about my graph when I share in the Mathematician's Chair:

my graph tells me how many people like music. This is how many people like Brittany Spears. Four people like Brittany Spears. I am going to play the hole entire CD of Brittany Spears.

Teacher's Notes

Problem Solving

- The student selects and applies an appropriate problem-solving strategy when conducting an inquiry, arriving at a partially complete and/or partially accurate solution (e.g., makes a list showing four choices of music on the recording sheet and uses check marks to indicate the 11 selections).

Understanding of Concepts

- The student demonstrates some understanding of data management and interpretation through partial explanations and illustrations (e.g., makes a graph that incorrectly represents the data gathered and displayed in the preference list; in the interpretation of the data looks only at one category, "Brittany Spears").

Application of Mathematical Procedures

- The student records survey data and creates a graph, making some errors and/or omissions and arriving at a partially complete or partially accurate solution (e.g., surveys 11 people, creates a graph in which the data do not match the data in the list of music preferences).

Communication of Required Knowledge

- The student partially interprets the graph created and/or explains the interpretation with some clarity (e.g., states in conclusion, "I am going to play the hole entire CD of Brittany Spears", even though the same number of people chose the Backstreet Boys).

Comments/Next Steps

- The student could improve the clarity of lists or charts and avoid errors in creating graphs by adding totals to each row of a list.
- The student needs to be more thorough in the interpretation of data presented in graphs (e.g., should discuss more than one category; should compare the categories).
- The student could improve the quality of explanations by including mathematical terminology found on a word wall or in a personal dictionary.

Planning a Celebration **Level 2, Sample 2**

A

Planning A Celebration

Your class is planning a celebration.

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Record their choices.

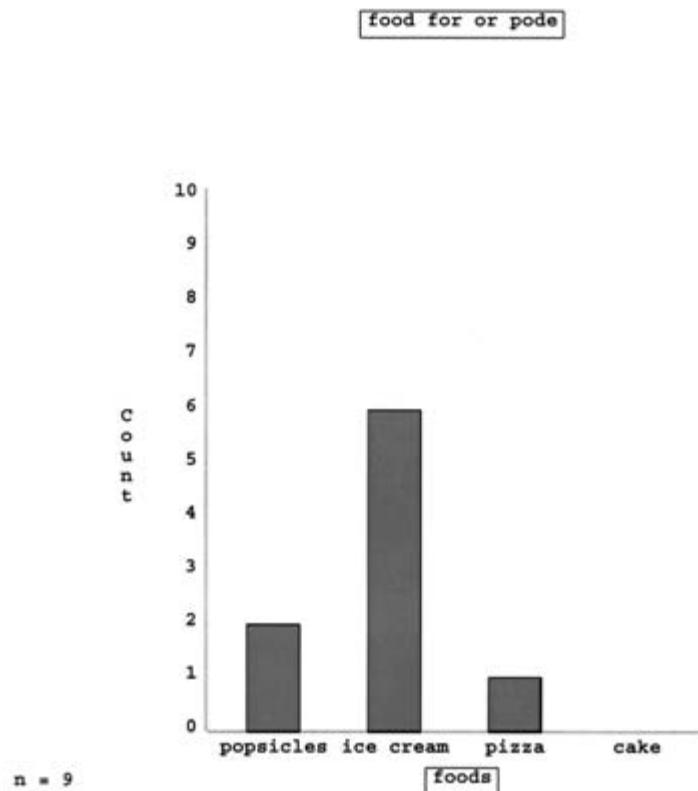
My Survey Question and My Data

What kind of food do you like

1. pizza ✓
2. cake 0
3. ice cream ✓ ✓ ✓ ✓ ✓ ✓
4. popsicles ✓ ✓

B

Here is my graph of the data I collected:



C

Things I will say about my graph when I share in the Mathematician's Chair:

2 PEOPLE likes Popsicles.
Six people likes ice cream.
1 person likes pizza.
0 people likes cake.

Teacher's Notes

Problem Solving

- The student selects and applies an appropriate problem-solving strategy when conducting an inquiry, arriving at a partially complete and/or partially accurate solution (e.g., creates a list of choices and uses check marks to record the students' preferences, but seems to have surveyed only nine people).

Understanding of Concepts

- The student demonstrates some understanding of data management and interpretation through partial explanations and illustrations (e.g., graphs the data correctly but only partially interprets them and does not offer a concluding statement).

Application of Mathematical Procedures

- The student records survey data and creates a graph, making some errors and/or omissions and arriving at a partially complete or partially accurate solution (e.g., creates the graph correctly, using the data that were collected and including conventions such as a title and category labels, but surveys only nine people).

Communication of Required Knowledge

- The student partially interprets the graph created and/or explains the interpretation with some clarity (e.g., simply restates the number of choices for each category ["2 people likes popsicles. Six people likes ice cream"], giving neither further explanation nor a concluding statement).

Comments/Next Steps

- The student has developed an understanding of the process of organizing and displaying data in graphs.
- The student could add number totals to charts in order to prevent errors in data collection.
- The student should participate in discussions that focus on the interpretation of information presented in graphs and charts.
- The student should begin to use more precise language in survey questions (e.g., the survey question could have been stated more specifically: "What kind of food is the **best** to have at our party?" or, "What is your **favourite** party food?").