Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tallies, Picture Graphs, and Bar Graphs**: Drawing and Interpreting Data

1-2**. Picture Graph**

**Graph Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Season** |  |  | **Votes** |
| macaroni & cheese |  |  |   |  |  |  |  |  |  |  |
| pasta |  |  |  |  |  |  |  |  |  |  |
| chicken |  |  |  |  |  |  |  |  |  |  |
| tacos |  |  |  |  |  |  |  |  |  |  |

 **Key:** Each 😊 stands for one vote.

3-4**. Bar Graph**

**Favorite Dinner Choice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **10** |  |  |  |  |
| **9** |  |  |  |  |
| **8** |  |  |  |  |
| **7** |  |  |  |  |
| **6** |  |  |  |  |
| **5** |  |  |  |  |
| **4** |  |  |  |  |
| **3** |  |  |  |  |
| **2** |  |  |  |  |
| **1** |  |  |  |  |
|  |  |  |  |  |

**Tally Chart**

**Favorite Dinner Choice**

|  |  |
| --- | --- |
| **Choice** | **Tally** |
| macaroni andcheese | II |
| pasta | I  |
| chicken | IIII I |
| tacos | IIII I |

|  |
| --- |
| **DIRECTIONS**: Use the information in the Tally Chart below to complete a Picture Graph and a Bar Graph. When you have finished completing the graphs, then answer the questions below.  |
| **LEARNING GOALS:** 1) I can complete a bar and a picture graph correctly. 2) I can interpret the data from them.  |

5. How many people chose mac n’ cheese? \_\_\_\_\_\_\_

6. Which choice had the fewest votes?

7. How many people voted in all? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How many people combined chose pasta AND macaroni and cheese?

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Which 2 choices tied for votes? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Which 2 choices combined got EXACTLY 3 votes?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **SELF-REFLECTION**: I would give myself a **0 1 2 2½ 3** on this assignment. (Circle one. See back for a rubric.)  |

**Module 2, Assignment 2: Planning an Assessment and Success Criteria**

**Timothy Tutt**

**61687-87: Feedback and Goal Setting • Module 2, Assignment 2**

**November 1, 2020**

**GRADE-LEVEL EXPECTATION (GLE)/STANDARD:**

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together problems, take-apart problems, and compare problems using information presented in a bar graph. *(Iowa Core Standard 2.MD.D.10\*)*
 **RATIONALE:**Earlier this weekend, as I finished a day in my second grade classroom, I decided on the standard I wanted to unpack for this week’s assignment, listed above. The above standard would work well with my current instruction, as second graders in the Des Moines Public Schools are currently working on completing and interpreting picture and bar graphs. I was planning on NOT having to re-invent a wheel and use a page from my district issued math book for a formative assessment, then “whip out” a success criteria.

What I thought would be a curse of forgetting to bring home my math book, ended up being a blessing. Even though Houghton Mifflin Harcourt certainly has the Common Core in mind when publishing the GoMath! Series, I realized, that the assignments I was considering didn’t align with my unpacked standard as well as I hoped. So last night, I ended up creating a Word document that I will use as a template for 2-3 days of instruction… That is, if I student doesn’t show mastery on this assignment based on the criteria below, I can easily tweak the assignment with different data for a student to try again, after offering some (hopefully) meaningful feedback. When goal setting with the student, the form could be tweaked for her or him to create their own survey question, based on personal interest. I could also use this a generic template of this assignment as a tool for differentiation and reinforcement of maintaining their knowledge of the standard.

While the creation of a new document was time-consuming, and put me behind schedule, I feel pretty good about both the assignment and my success criteria below. I even have a section at the bottom of the assignment where students can give ME feedback about where they feel they are in grasping the assignment (i.e., standard).

This all is a “win-win” in my book! -Tim 😊

**NOTE**: The assignment I will give the students as part of my Module 3 work for this class is the first page of this submission, and the success criteria – a rubric, is on the next page.

**Picture and Bar Graph Assignment**: Success Criteria (Rubric)

**GRADE LEVEL STANDARD:** Draw a ***picture******graph*** and ***bar graph*** (with a **single-unit scale**) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph (Iowa and National Core Standard 2.MD.10).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUCCESS CRITERIA** | **YES! I did it just right!****(3)** | **I kinda’ get it…****(2)** | **I tried, but I didn’t get it. (1)** | **I didn’t even try it. (0)** | **Total** |
| I can draw a ***picture graph*** – using a symbol on a single-unit scale to represent up to four categories of data.  | The picture graph was completed with no mistakes. The data was accurately labeled and counted on the graph. | The picture graph was completed, but with one or two mistakes.  | Work was started, but it was not completed and/or contained several errors as it may have been too difficult.  | No work was completed at all. |  |
| I can draw a ***bar graph*** – using a symbol on a single-unit scale to represent up to four categories of data.  | The picture graph was completed with no mistakes. The data was accurately labeled and counted on the graph. | The bar graph was completed, but with one or two mistakes.  | Work was started, but it was not completed and/or contained several errors as it may have been too difficult. | No work was completed at all. |  |
| I can correctly ***answer questions about single lines*** of data.  | All questions about single lines of data were answered correctly.  | Mistakes were made, yet some understanding was also shown as data was being interpreted. | Answers were attempted, but the errors that were made showed little understanding. | No questions on single-line data were answered. |  |
| I can correctly ***answer questions about multiple lines*** of data. I can also compare two lines of data. | All questions about multiple lines of data – or comparing two lines - were answered correctly. | Mistakes were made, yet some understanding was also shown as data was being interpreted. | Answers were attempted, but the errors that were made showed little understanding. | No questions on multiple-line data were answered. |  |
| **ASSIGNMENT****TOTALS****AND****GRADING****SCALE** |  |  |  | **ASSIGNMENT****GRADING SCALE**(based on total score)

|  |  |
| --- | --- |
| **POINTS** | **GRADE**  |
| 11-12 | 3 |
| 9-10 | 2½ |
| 6-8 | 2 |
| 1-5 | 1 |
| 0 | 0 |

 |

|  |
| --- |
|   |

out of **12 pts.**possible |