

INTERVENTION

Refine Questions, Compare Graphs

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

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Progress Sheet [page 4](#)



Refine Questions, Compare Graphs

(Statistics and Probability 10)

RESOURCES: ruler, sets of data for the same question, pencil, paper / Maths book

Record an open-ended question.

What is your favourite animal?

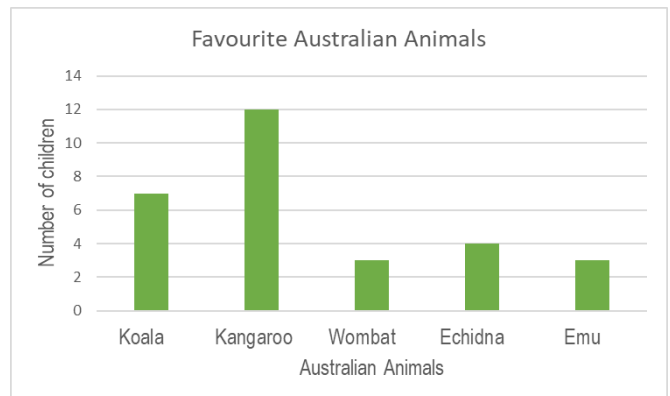
Refine the question so that you can collect data in categories.

Which of these is your favourite animal?
koala, kangaroo, wombat, echidna, emu

Construct a table with the data entered using tally marks.

Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	

Construct a column graph with the data.



Have 4 sets of data for the same question.

Was the same animal the most popular in every class?

Was the same animal the least popular in every class?

Was the data from any classes similar?

Was the data from any class very different from the data from the other classes?

Do all of the graphs have the same features

– titles, vertical and horizontal axes, categories on the horizontal axis, numbers on the vertical axis?

3C	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	

3K	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	

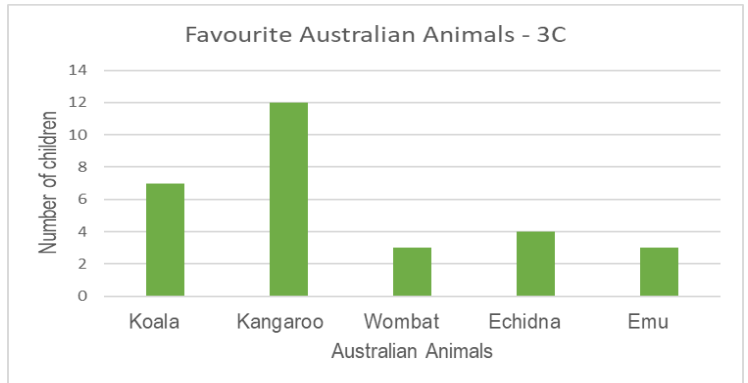
3H	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	

3V	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	

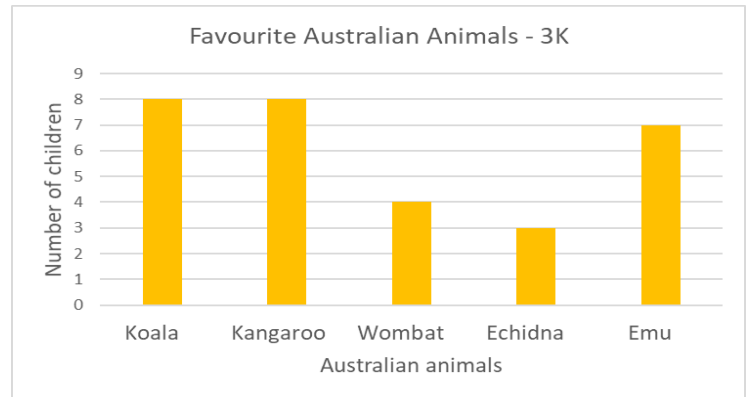
Reflection: How can we refine questions so that we can collect data in categories?

How can we compare different data sets for the same question?

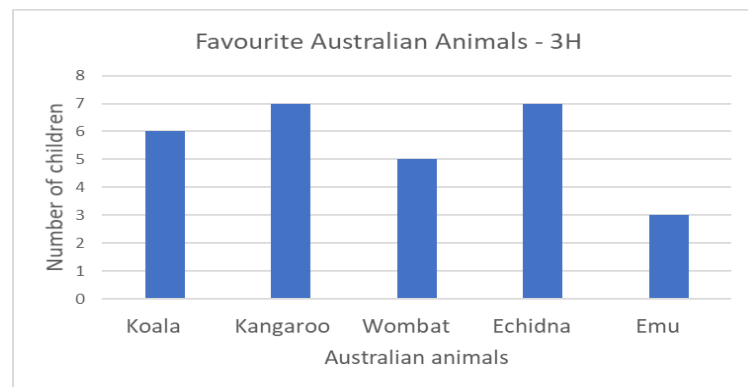
3C	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	



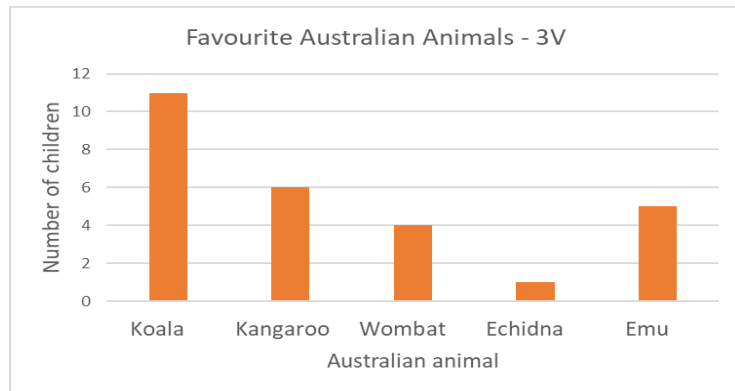
3K	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	



3H	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	



3V	
Australian Animal	Number of Children
Koala	
Kangaroo	
Wombat	
Echidna	
Emu	



Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									