



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.

Collect Data, One-To-Many Correspondence, Evaluate [page 2](#)

Progress Sheet [page 3](#)



Collect Data, One-To-Many Correspondence, Evaluate

(Statistics and Probability 12)

RESOURCES: ruler, pencil, paper / Maths book

Construct a table to record data in using tally marks.

Favourite Colour						
Colour	red	blue	green	yellow	purple	other
Number of Children						

Construct a table to record data in using numbers.

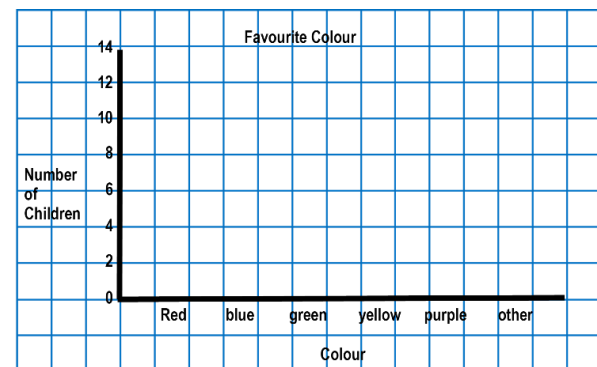
Favourite Colour						
Colour	red	blue	green	yellow	purple	other
Number of Children	2	12	3	2	1	8

Construct a column graph using one-to-many correspondence by:

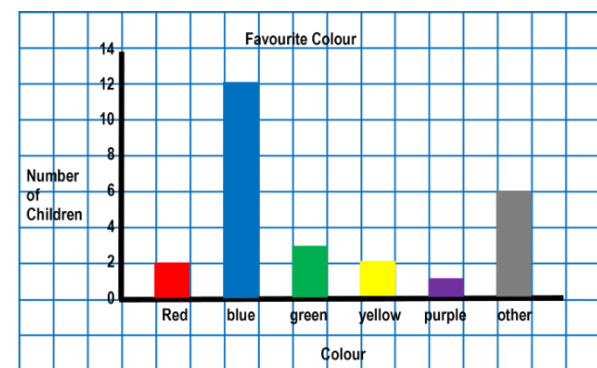
Constructing the vertical axis and labelling each section in multiples so that 1 section is worth many.



Construct the horizontal axis and label with the data categories.



Construct the columns using one-to-many correspondence.



Reflection: How can we construct a column graph with one-to-many correspondence?

Progress Sheet

Child's Details (Name and Intervention Concept):
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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?									