

**INTERVENTION**

Compare Data Displays,  
Language of Chance

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.

Compare Data Displays, Language of Chance ..... [page 2 - 3](#)

Progress Sheet ..... [page 4](#)



Have some data displays.

Answer these questions about the data displays.

How many people like nectarines? **5**

Which data display allows us to most easily identify this?

**the table with numbers**

Which fruit is the most popular? **mangos**

Which fruit is the least popular? **oranges**

Which fruit is more popular than oranges but less popular than strawberries? **nectarines**

Which data display allows us to most easily identify this? **the picture graph or the column graph**

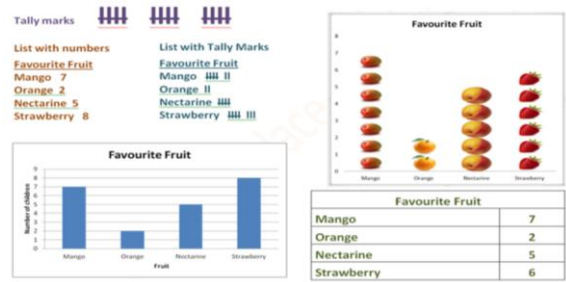
If you sold fruit, which fruit do you think you would sell the most of? **mangos**

If you sold fruit, which fruit do you think you would sell the least of? **oranges**

Reflection: How can we ask and answer questions about data in data displays?

Which data display is best for answering questions about 'most' and 'least'?

Which data display is best for answering questions about 'how many'?



### List with Tally Marks

#### Favourite Fruit

Mango IIII II

Orange II

Nectarine IIII

Strawberry IIII I

### List with numbers

#### Favourite Fruit

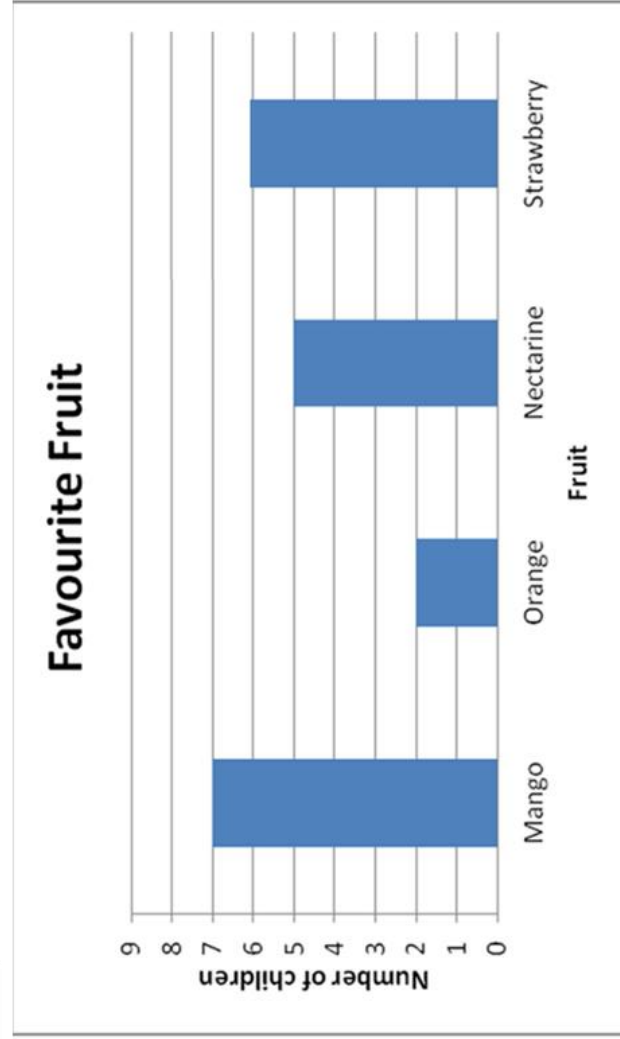
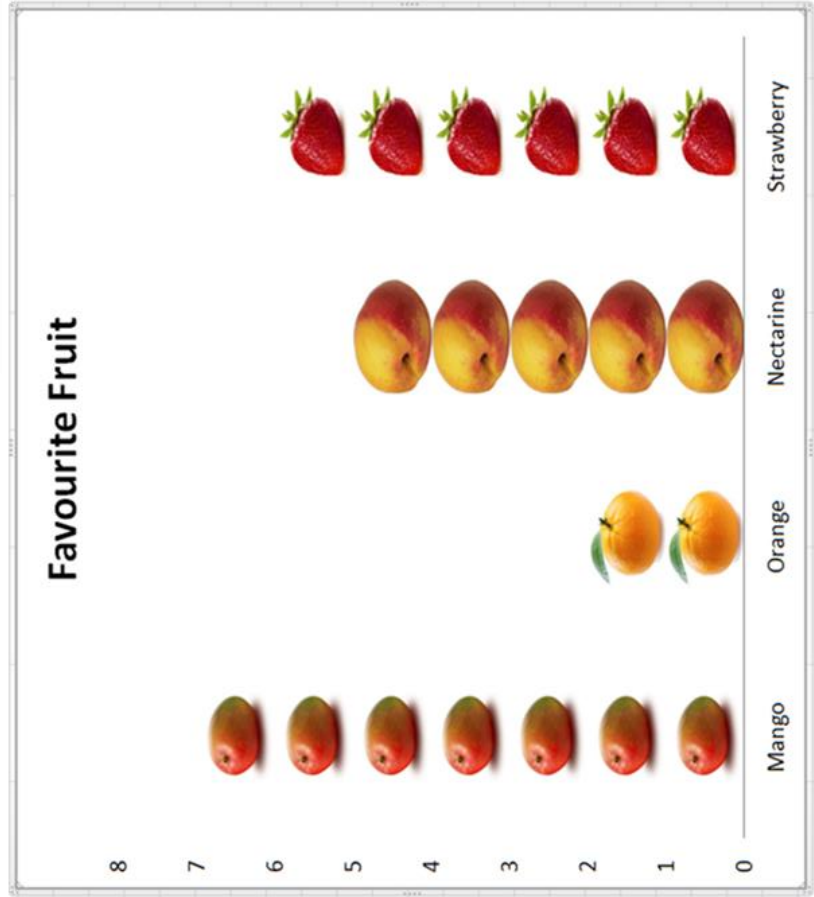
Mango 7

Orange 2

Nectarine 5

Strawberry 6

Favourite Fruit	
Mango	7
Orange	2
Nectarine	5
Strawberry	6



# 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?									