

table / graph analysis criteria



Top Bun - Opening

- I record the purpose of my table and / or graph
- I read my table / graph and record what I see

- I use math language
(more, less, most, least, equal, altogether, high, low, slow, fast, longer, shorter, heavier, lighter, increase, decrease, greater than, less than, narrow, deep, wide, shallow, furthest, nearest, full, empty, etc)

- I use unit names
(m, cm, mm, m², cm², mm², l, ml, kg, g, n, °F, °C, min. hr. sec.)

Meat - Body

- I tell why I think the results came out as they did
(I think more boys picked _____ because...)

- I tell why the results actually happened

- I identify patterns I see in my table / graph

- I tell why I think the patterns occurred

- I tell why the patterns actually happened

Bottom Bun - Closing

- I end my story by recording what I learned
- I include technical language.
- I use the data to solve a problem or make a decision



Meat - Body

- I use a fraction, decimal or percent along with my math language when summarising my table and / or graph

1/2

0.50

50%

MORE boys then girls picked...



- I identify inconsistencies (outliers) in my data

- I tell why I think the inconsistency occurred



- I develop questions based on reading my table or graph

