










student sheet

analysis criteria

I record the purpose of my survey and /or graph

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**guess**

I predict results (3.2)





     

I record the purpose of my survey and /or graph

**guess**

I predict results and give reasons for my thinking (3.2+)





I read my graph and record what I see (3.2)

I use math language (1-2 generalisations) ( more, less, most, least, equal, altogether, nearly, about, both) (3.2) (4.1)

I tell why I think the results came out as they did (I think more boys picked \_\_\_\_\_ because...) (-5.3 - inference)

I read my graph and record what I see (3.2)




   

I read my graph for the mean (average), median (mid value) mode (most common value) and range (spread- difference between highest & lowest value) (4.3)

I use math language (3+ generalisations) (more, less, most, least, highest, lowest, equal, altogether, nearly, about) (3.2; 4.1) (4.3)

I tell why I think the results came out as they did (I think more boys picked \_\_\_\_\_ because...) (-5.3 inference)

I compare two or more sets of data for what I see (4.1)



I compare two or more sets of data for the mean, median, mode and range (5.2)

I make specific generalisations when summarising data using a fraction (1/4), decimal (0.25) or percent (25%) (4.3)

I use the data on a graph to infer and predict (5.3 / 5.4) (Based on the temp.I think the city is in the northern hemisphere/ (Based on the sample I think there are more red counters in the bag)



I generalise the results to a larger proportion and give reasons for my thinking (5.4)

I end my story by recording what I learned

I use the data to solve a problem or make a decision



I end my story by recording what I learned

I compare my initial prediction/s to the actual results (3.2)

I use the data to solve a problem or make a decision

I end my story by recording what I learned

I evaluate my initial prediction/s and set a goal for how I will improve it next time (3.2 +)

I question data for bias, inaccuracy, validity and give reasons for my challenge (5.1)

I compare information shared in different ways and judge which representation is best (4.2)

I use the data to solve a problem or make a decision

Rubric Horizon™



Rubric Horizon™

Rubric Horizon™

- I record the purpose of my survey and /or graph
- I can predict results and give reasons for my thinking (3.2+)

- I interpret a database using logical connectors 'and', 'or' and 'not' (6.1)
- I read my graph and record the relationships I see between the variables in bivariate data (6.4)
- I generalise the results to a larger proportion and justify my thinking (5.4)
- I identify the line of 'good fit' in data and make predictions based on this finding; I give reasons for my thinking (6.4)
- I identify 'outliers' and give possible reasons for data outside the spread (6.1)
- I compare two or more sets (6.3) of data for what I see; for the mean, median, mode and range (5.2); specific generalisations (4.3); inferences (5.3) and predictions (5.4) as well as the bias, accuracy and validity of each data set

- I end my story by recording what I learned
- I evaluate my initial prediction/s and set a goal for how I will improve it next time
- I can identify and evaluate the process of data collection (posing questions and collecting data) in order to evaluate the data for bias, inaccuracy, validity; I can give reasons for my challenge (6.2 /5.1)
- I use the data to define further questions for investigation, solve a problem and/or make a decision