Maths Assessment 1: MHJC Game Changers

Instructions: Submit your work in Mission Heights Online in PDF format.

The assessment task requires you to:
- Work in a Project Team to help write and promote the Contribute to the analysis of the data collected

Problem: Pose a **question** and **predict (Hypothesis)**

- Make sure you understand the purpose of the Statistical investigation.   Read the Englis and PE rubric criteria carefully - what are we trying to find out?
- Write out 'I wonder' questions as a focus for your investigation to the trend.

Plan: Plan your investigation

- What do you need to know and do to complete the investigation?
- What skills do you need to know to complete the investigation?
- When will you get everything done?

Some helpful sources below:

- Boxplots
- Line Graphs
- Double Bar graphs
- Pie Charts
- Stem and Leaf plots

Data: Gather data for your investigation

- Collect and refine your data from the website you are collecting information from.
- Select *time series*, if you are comparing the change in weight or pulse rate.
- Export your data onto a google sheet. Paste a link of your google sheet into the assessment doc.
- Gather your contextual resources. There is a sheet of relevant resources on google classroom.

Analysis: Describe in detail about your findings

Conclusion: Give a summary of your findings and write if your question has been answered. You can mention other ways to make your investigation better.

Step 1: You will be assigned to a group or choose your own group (Project team) and the team will be designated to develop an aspect of the research

Step 2: Assign Roles and Responsibilities for the Project Team

Step 3: Complete your assigned Responsibilities. Project Team collaborates to develop the designated aspect of the research

Step 4: Draft questions available. Finalisation of questions considering the sensitive nature of questions and security/privacy of data.

Step 5: Finalisation of research and complete the Collaboration: Self and Peer Assessment (Guide to Assessing Collaboration)

Step 6: Use a variety of methods to display (graph) and analysis (TEXAS paragraph)

Due:

	Task	Working Towards	Achieved	Merit	Excellence
English	**Collaboration**	Mr Kirk will let you know			
	Analysis writing (Literacy)				
	Analysis writing Structure (Literacy)				
Maths	**Data display**	You have attempted to pose a question and chosen some appropriate graphs to organise and display data	You have posed a question and chosen graphs to organise and display data	You have posed a correct question and presented your data using appropriate graphs -at least two displays are needed, usually, dot plot and box & whisker plot.	You have posed a correct question and presented your data using appropriate graphs and clearly shown the tables, tally charts and calculations where applicable.

				-giving summary statistics such as the five summary values (minimum, maximum, median, quartiles)	
	Data analysis	You have attempted to describe and analyse some part of a given data display	You have calculated averages and described most parts of a given data display	You have analysed the comparison in context by commenting on the features of the graph. -discussing at least two features of distributions comparatively, such as shape, middle 50%, shift, overlap, spread, unusual or interesting features -communicating findings, such as informal inference in a conclusion.	You have clearly analysed the comparison in context by commenting on the features of the graph and answered your question with justification. -The conclusion is justified by considering the position of the medians relative to the boxes. You have referred to the population and research.
	Time Management	You have not submitted your assessment by the due date	You have not submitted your assessment by the due date	You have submitted your assessment by the due date	You have submitted your assessment by the due date
	Overall	**WORKING TOWARDS Curriculum expectation**	**Working AT curriculum expectation**	**Working ABOVE curriculum expectations**	**Working BEYOND curriculum expectation**