

Process Standards Rubric

Data Analysis and Probability

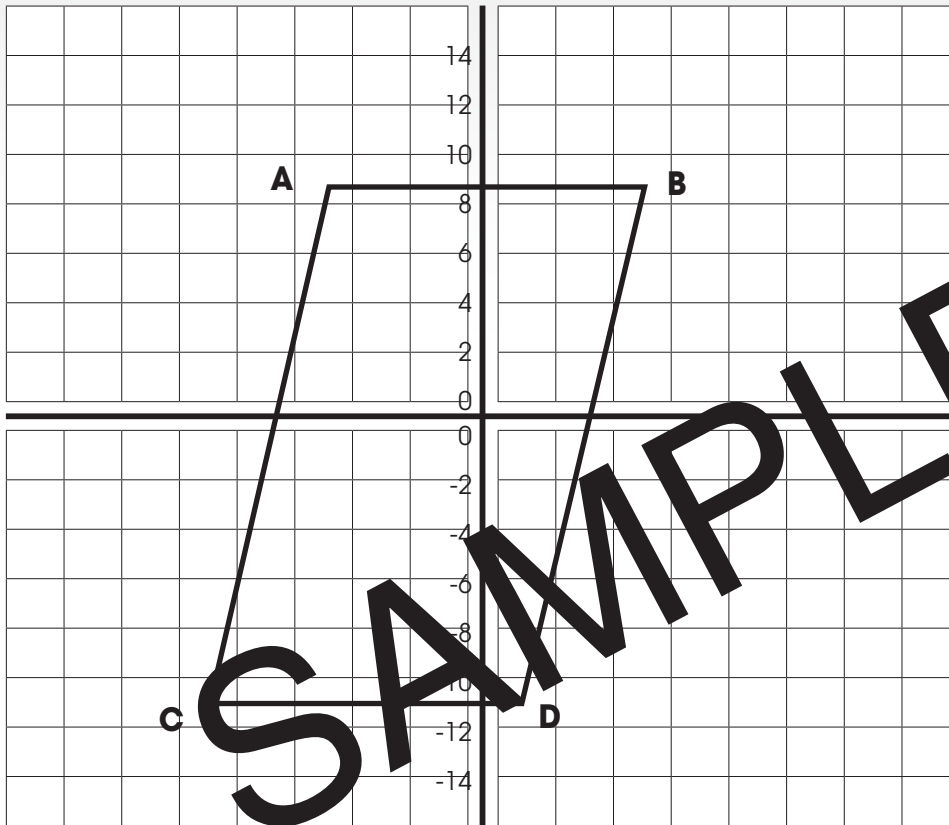
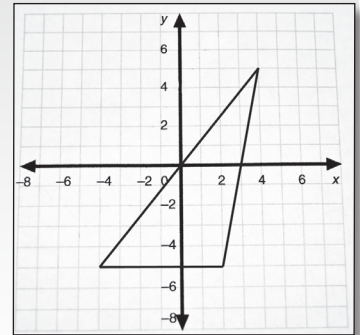
Expectations	Exercise																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15					
<p>GOAL 1: Problem Solving</p> <ul style="list-style-type: none"> build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<p>GOAL 2: Reasoning & Proof</p> <ul style="list-style-type: none"> recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
		<p>GOAL 3: Communication</p> <ul style="list-style-type: none"> organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
			<p>GOAL 4: Connections</p> <ul style="list-style-type: none"> recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
				<p>GOAL 5: Representation</p> <ul style="list-style-type: none"> create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena. 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
					Drill Sheet 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					Drill Sheet 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					Review A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					Review B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
					Review C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

NAME: _____



Task Sheet 9

9) Finish labeling the graph below. Then, find the coordinates for the vertices shown in the designated space provided. Remember, a vertex is a node in a graph.



SAMPLE

a)

b)

c)

d)

Reflection



Name the shape shown in the graph above. List the properties of the shape shown.



Review C

All 260 students at Pamela’s school were surveyed on their favorite type of snack. The results were:

Chips	55
Cookies	25
Granola Bars	16
Fruit	39
Yogurt	16
Candy	42
Chocolate	67

On a separate piece of paper, show this information in two different types of graphs. Answer the following questions for both graphs.

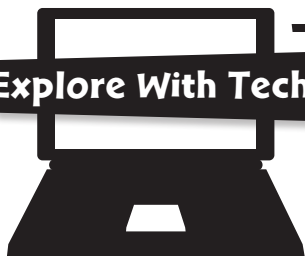
a) What two graphs did you choose to represent the information above and why?

b) Which snack was chosen the most? The least?

c) What inferences can you make from the information gathered in the survey?

d) What percentage of students chose yogurt and fruit for their snack?

Explore With Technology



Visit <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>. Use the food guide to graph the food choices by the students for their snacks. Create your own food guide and assess the data you input in percentage and ratio form.

Line Graph

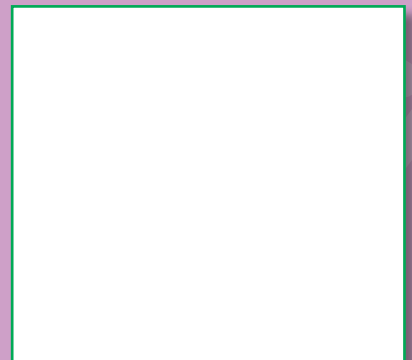


Wanda and Mildred love cartoons. Plot this information on a line graph.



- 2001 – Scooby Doo
- 2002 – Teenage Mutant Ninja Turtles
- 2003 – Power Puff Girls
- 2004 – The Transformers
- 2005 – Sponge Bob Square Pants
- 2006 – Pokémon
- 2007 – The Simpsons

Survey the class for their favorite cartoons over seven years. Create a Multiple-line graph to compare the data.



SAMPLE