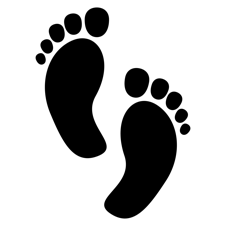
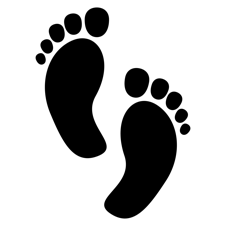
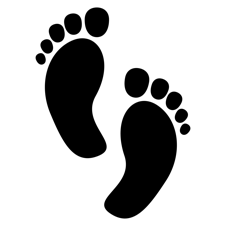
I started at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

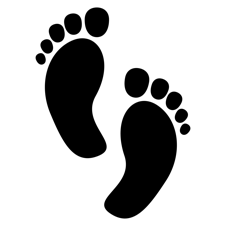


Draw picture:

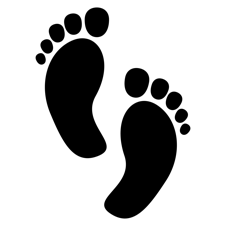


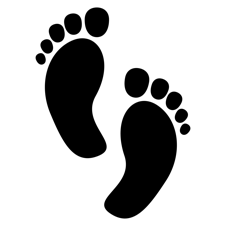


I finished at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Draw picture:





My step counter:



I took \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ steps.

Take a photo to show how you represented your data in class. Can you find someone with the same data? Can you find someone with different data to you?

Paste an image of your results here:

What did you find out from looking at these data?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_How did you make sure you collected your data accurately?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why should we all use the same unit of measurement?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How do you feel about the task?

|  |  |
| --- | --- |
| Counting my steps (collecting data) | /var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/BC968DA5.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/697C33FB.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/31ADEAC1.tmp |
| Representing data | /var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/BC968DA5.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/697C33FB.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/31ADEAC1.tmp |
| What the data tell me (interpreting data) | /var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/BC968DA5.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/697C33FB.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/31ADEAC1.tmp |
| My physical movement | /var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/BC968DA5.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/697C33FB.tmp/var/folders/j3/q2rvj0cn09s5fqm6qldvt60w0000gp/T/com.microsoft.Word/Content.MSO/31ADEAC1.tmp |

**Marking guide (for teacher)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Digital Technologies** | **Above standard**  ***Students*:** | **At standard**  ***Students*:** | **Below standard**  ***Students*:** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students represent and process data in different ways. | | | | | | | |
| **Representing data** | Creatively represent data in a variety of different ways | | | Represents data in different ways e.g. use sticks or objects, tally marks, photographs of data | | Represent some data | |
| Uses a digital system to process data in a variety of ways e.g. tables, diagrams, spreadsheets | | | Processes data in different ways e.g. table, picture graph | | Process some data | |
| With assistance, students access and use digital systems for a purpose. They use the basic features of common digital tools to create, locate and share content, and to collaborate, following agreed behaviours. | | | | | | | |
| **Investigating and defining;**  **Collaborating and managing** | uses digital systems independently to present data in different ways to answer simple questions | | | With assistance, accesses and uses digital systems to present data in different ways | | uses a digital system to present data with support | |
| **Mathematics** | **Above standard**  ***Students*:** | | | **At standard**  ***Students*:** | | **Below standard**  ***Students*:** | |
| They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies. | | | | | | | |
| **Statistics**  **Year 1** | gathers data with support by observing and counting | | | gathers data independently by observing and counting objects | | | gathers data independently by observing, counting and measuring objects |
| **Statistics**  **Year 1** | records data independently as images, numbers or text | | | records data independently as images | | | records images with support |
| They use a range of methods to collect, record, represent and interpret categorical data in response to questions. | | | | | | | |
| **Statistics**  **Year 2** | discusses inferences within the data collected | | | comprehends what someone else’s graph represents | | | explores data by classifying, grouping and sorting |
| **Statistics**  **Year 2** | makes complex generalisations about the data (e.g. what do these data **not** tell us?) | | | makes simple generalisations and predictions about the data (e.g. organises objects by colour and size) | | | explains what the data represent with support |
| *Insert achievement standard from other learning area* | | | | | | | |
| **Other learning areas** | | Place achievement statements from other learning areas in here |  | |  | | |

Teacher comment: