Unit 2: AOS 6 Data - Health Numeracy

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| **Excelling** | Survey is well presented and instructions are easy to follow to answer all questions. | Calculations are completed with accuracy. | Several data presentation methods chosen. Results easily read. Summary clear and concise. | Results and summary are clear and concise. | Completes all calculations with accuracy. | Submits calculations with formulae shown. | Submits graphs created with software; complete with title, axes labelled and scale applied. | Detailed planning showing purpose of survey, question styles, maths involved, timeline for project etc. before starting. | Select and use very appropriate mathematical processes with very accurate results. | Review and reflect on results with appropriateness and reasonableness; can justify results and reasoning. | Chosen a varied selection of communication methods to present data; presented clear and detailed written summary. | Spelling and grammar was checked before submitting. | The presentation was visually appealing and engaging to the audience, and easily communicated the results. | The presentation was submitted on time or earlier. |
| **Achieving** | Survey is easy to follow; one or two questions are confusing. | Most calculations are completed with accuracy. | Selection of data presentation methods chosen. Results and summary informative. | Results and summary are informative; may lack some detail. | Completes most calculations with accuracy. | Submits calculations that generally have formulae used / or has some errors. | Submits graphs created with software, missing some components such as title etc. | Good planning showing purpose of survey, question styles, maths involved, timeline for project etc. before starting. | Select and use appropriate mathematical processes with accurate results. | Review and reflect on results with appropriateness and reasonableness; can justify results. | Included a selection of communication methods to present data; presented a clear written summary. | Spelling and grammar checked before submitted; some minor mistakes but overall message is clear. | The presentation was appealing to audience members, but some results were hard to follow. | The presentation was submitted on time or earlier. |
| **Satisfactory** | Survey presentation is hard to understand and/or some questions are not clear. | Some calculations are completed with some accuracy. | A few data methods chosen. Results and summary unclear; may have errors. | Results and summary may be unclear or contain errors. | Completes some calculations with accuracy. | Has attempted to use formulae but with errors / little attempt to include formulae. | Graphs attempted in software but not presenting the data correctly or missing major components. | Planning is completed but details are lacking before starting. | Select and uses some appropriate mathematical processes; has some inaccuracies. | Can justify results but can’t explain why they are reasonable. | Presented two or three communication methods for the data; written summary brief or unclear. | Spelling and grammar checked before submitted; some mistakes evident which make the message unclear. | The design techniques chosen made viewing the presentation challenging. | The presentation was submitted on time. |
| **Not yet satisfactory** | Survey presentation makes it hard to read and the questions are not clear. | Many errors are present in the data. | Repeated data method/s; not showing variety. | Results and summary confusing or inaccurate. | Appears to have used calculator but has many errors. | Submits spreadsheet with numbers and no formulae / avoiding using software. | Graphs hand drawn and no technology used. | Very limited planning in all areas before starting project. | Selects inappropriate mathematical processes; presents many errors. | Unsure making connections to results and reflection. | Presented one or two communication methods. Limited summary that is unclear to read. | Spelling and grammar has not been checked and is making the message very unclear. | The presentation was hard to follow for audience members. | The presentation was submitted late. |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not Shown | Not Shown | Not Shown | Not Shown | Not shown | Not submitted | Not submitted |
| **Criteria** | **Simple data collection tools** | **Calculations including simple measures of spread, percentages, totals** | **Display of data gathered** | **Interpretation and description of results** | **Using Calculator for calculations** | **Spreadsheet software - calculations** | **Spreadsheet software - graphs** | **Identifying the mathematics** | **Act on and use the mathematics** | **Evaluate and reflect** | **Communicate and report** | **Spelling and Grammar** | **Final Presentation Display** | **Submission on Time** |
| **Health Numeracy and AOS Data**  **Outcome 1** | | | | **Mathematical Toolkit**  **Outcome 3** | | | **Problem Solving Cycle**  **Outcome 2** | | | | **Final Assessment** | | |
| Students are able to show their mathematical knowledge and skill and relate it to their Health Numeracy. | | | | Students are able to show their use of their Mathematical Toolkit – calculators and spreadsheet software. | | | Students are using the four steps of the Problem-Solving Cycle to help identify and complete the mathematics within this assessment. | | | | Necessary skills for the assessment – but do not relate to the Numeracy study design. | | |