Unit 2: AOS 6 Data, AOS 7 Uncertainty - Financial Numeracy The House Always Wins

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| **Excelling** | Can independently choose, create and display the most appropriate data visualisation tool for the data shown. | Can confidently and competently complete the measures of spread calculations competently with high level of accuracy. | Has full control of their own vocabulary with associated with probability and outcomes terminology, and can apply it to any situation. | Detailed identification and interpretation of key mathematical information in the context of the task and the mathematical processes needed to solve the problem.  Develops a detailed and explicit plan to independently complete the task | Independently selects and flexibly uses a variety of mathematical actions, processes and appropriate tools and technology to complete the task. | Thoroughly checks and critically reflects on all results to see if they are as expected.  Independently evaluates the appropriateness & reasonableness of answers and adjusts where necessary. | Uses formal written mathematical representations and general language to document, interpret and communicate results of the task. | Careful consideration and selection of the different tools and technology available for collecting, organising, displaying and analysing data. |
| **Achieving** | Can choose, create and display data with typical data visualisation displays. | Can competently calculate the measures of spread calculations with a general level of accuracy. | Shows competency of their own vocabulary with associated with probability and outcomes terminology, and can apply it to most situation. | Can identify and interpret the relevant mathematical information in the context of the task and the mathematical processes needed to solve the problem  Develops a clear, detailed plan to complete the task. | Selects and flexibly uses a variety of mathematical actions, processes and appropriate tools and technology to complete the task. | Can check and critically reflect on results to see if they are as expected  Independently makes decisions about the appropriateness & reasonableness of answers and adjusts where necessary. | Uses informal and formal mathematical representation and general language to present and discuss the results of the task | Appropriate selection and use of tools and technology for collecting, organising, displaying and analysing data |
| **Satisfactory** | With support they can choose the correct visual display tool to use, or need some support to construct the visual output with their statistics. | Can identify the measures of spread by name to calculate, and needs some support to complete the calculations with accuracy. | Showing a developing vocabulary with associated probability and outcomes terminology, and with some prompting, can apply it to various situations. | With prompting can identify the purpose of the task and make a simple short plan to complete the task. | Undertakes the given mathematical actions, and processes and uses suggested tools and technology to complete the task | Can respond to prompting or questioning to check the appropriateness and reasonableness of results answers | Uses mostly informal language and some written mathematical representations to present and discuss the results of the task | Appropriate use of suggested tools and technology for collecting, organising, displaying and analysing data. |
| **Not yet satisfactory** | They can describe the data they have, but not construct a visual diagram to aid the communication. | Can calculate the measures of spread with full assistance. | Needs prompting and support to apply basic language such as likely or not likely to familiar scenarios. | Understands the purpose of the tasks and can follow a given plan to complete the tasks. | With support undertakes the given mathematical actions, and processes to complete the task | Requires support to review the appropriateness and reasonableness of results and answers | Uses limited informal language to present and discuss the results of the task. | Appropriate use of tools and technology for collecting, organising, displaying and analysing data, when supported and scaffolded by the teacher. |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Display Data** | **Simple Measures of Spread** | **Likelihood** | **Identify the mathematics** | **Act on and use mathematics** | **Evaluate and Reflect** | **Communicate and report** | **Tools and technology** |
| **Outcome 1**  **Area of Studies and Financial Numeracy** | | | **Outcome 2**  **Problem-Solving Cycle** | | | | **Outcome 3**  **Mathematical toolkit** |
| Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts, and comparisons and analysis.  In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences. | | | Students should be able to use the Problem-Solving Cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the focus areas and the numeracy context. | | | | Students should be able to use a variety of tools and appropriate technologies to solve mathematical problems. Students should become familiar with analogue and digital tools and be confident in knowing the purpose of everyday tools. |