



My name: _____

I started at _____

Draw picture:

A large empty rectangular box for drawing a picture related to the starting point.

I finished at _____

Draw picture:

A large empty rectangular box for drawing a picture related to the finishing point.

My step counter:

A large empty rectangular box for recording the step counter data.

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) |    |
| Representing data |    |
| What the data tell me (interpreting data) |    |
| My physical movement |    |

Marking guide (for teacher)

| | | | |
|--|--|---|---|
| They collect familiar data and display them to convey meaning. | | | |
| | Below standard Student: | At standard Student: | Above standard Student: |
| Collecting data | 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 |
| | records images with support | records data independently as images | records data independently as images, numbers or text |
| Interpreting data | explores data by classifying, grouping and sorting | comprehends what someone else's graph represents | discusses inferences within the data collected |
| They use digital systems to represent simple patterns in data in different ways. | | | |
| Representing data | uses a digital system to present data with support | uses digital systems independently to present data in different ways | uses digital systems independently to present data in different ways to answer simple questions |
| | observes patterns in data with support and repetition | observes patterns in data independently | observes patterns in data independently and explains why |
| | explains what the data represent with support | makes simple generalisations and predictions about the data (e.g. organises objects by colour and size) | makes complex generalisations about the data (e.g. what do these data not tell us?) |
| <i>Insert achievement standard from other learning area</i> | | | |
| Other learning areas | Place achievement statements from other learning areas in here | | |

Teacher comment: