

Phase 5 Data and Analysis Diagnostic Assessment

Phase 5 Progression Overview	Assessment Note	Marks
I can produce working graphs to explore data I can suggest data to be collected	Question 1	/5
I can suggest ways to improve a classification to better answer a question	Question 2	/2
I can revise a survey question so it can be answered by multiple choice.	Question 3	/2
I can construct and use my own categories to classify information (eg how animals move/ learners choose options)	Question 4	/2
I can understand that data can be swayed by the questions I have asked.	Question 5	/2
I can organise data into intervals	Question 6	/1
I can collect data using surveys and investigation in collaboration with others	Observed in class work	N/A
I can represent data collected in diagrams and tables including Pie charts, Venn diagrams and Carroll diagrams	Observed in class work	N/A
I can read information on bar and line graphs where not all numbers are shown on scale	Question 7	4
I can suggest what data to collect to help estimate number or quantities	Observe in class	N/A
TOTAL MARKS		/15

	Question	Mark																																																																									
1	I can produce working graphs to explore data. I can suggest data to be collected This table shows how many children chose each fruit for a breaktime snack. <table border="1"><thead><tr><th>Fruit</th><th>Number of Children</th></tr></thead><tbody><tr><td>Apple</td><td>8</td></tr><tr><td>Banana</td><td>5</td></tr><tr><td>Orange</td><td>6</td></tr><tr><td>Grapes</td><td>3</td></tr></tbody></table> a.) Create a bar graph to show this data. Your bar graph should have labelled x and y axis and a title. (3 marks) <table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> b.) How many more children chose apples than grapes? (1 mark) c.) If the class wanted to find out what the most popular snack at break time was how could they change the question? (1 mark)	Fruit	Number of Children	Apple	8	Banana	5	Orange	6	Grapes	3																																																																
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5

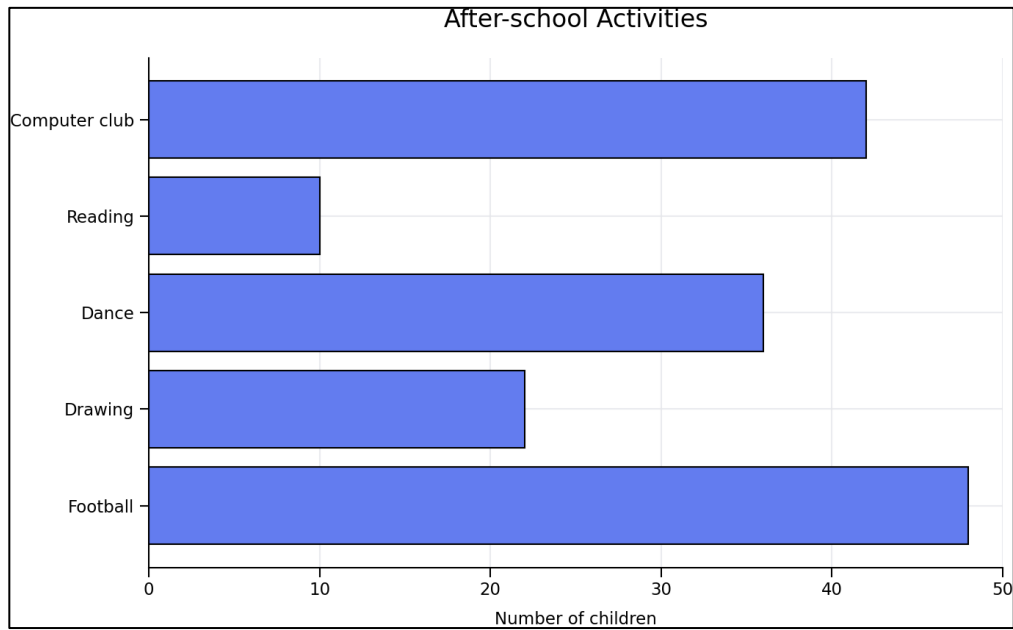
5	I can understand that data can be swayed by the questions I have asked. A teacher wants to find out what lunch children prefer at school. They ask the class this question: Most children like hot school dinners, don't they? a) Explain how this question could affect, or sway, the answers the children give. b) Suggest a better question the teacher could ask to collect fairer data.	2
6	I can organise data into intervals Here are the ages (in years) of pets owned by a class: 3, 5, 1, 4, 8, 2, 10, 6, 11, 7 a.) Organise the data into the intervals below and show how many pets are in each interval: • 1–3 • 4–6 • 7–9 • 10–12	1

I can read information on bar and line graphs, where not all numbers are shown on scale

Using the graph below:

a.) How many children go to computer club after school? (number within 2 acceptable)

b.) How many children go to Reading after school? (number within 2 acceptable)



The line graph shows the number of minutes spent reading during the week.

c.) How many minutes are spent reading on Monday? (number within 2 minutes acceptable)

d.) How many minutes are spent reading on a Thursday? (number within 2 minutes acceptable)

