

Math Domain

- | | | |
|---|--------------------------------------|---|
| <input checked="" type="checkbox"/> Number/Quantity | <input type="checkbox"/> Shape/Space | <input type="checkbox"/> Function/Pattern |
| <input checked="" type="checkbox"/> Chance/Data | <input type="checkbox"/> Arrangement | |

Math Actions (possible weights: 0 through 4)

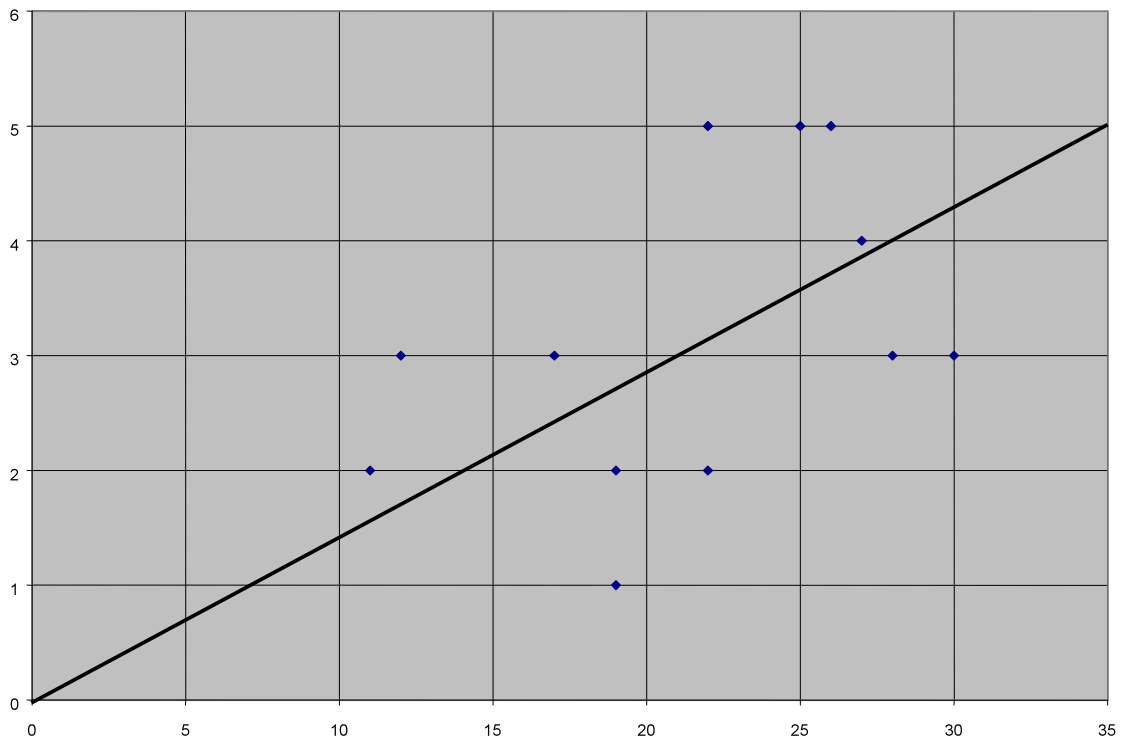
- | | |
|--|--|
| <input type="checkbox"/> 2 Modeling/Formulating | <input type="checkbox"/> 2 Manipulating/Transforming |
| <input type="checkbox"/> 3 Inferring/Drawing Conclusions | <input type="checkbox"/> 2 Communicating |

Math Big Ideas

- | | | |
|---|---|--|
| <input type="checkbox"/> Scale | <input type="checkbox"/> Reference Frame | <input checked="" type="checkbox"/> Representation |
| <input type="checkbox"/> Continuity | <input type="checkbox"/> Boundedness | <input type="checkbox"/> Invariance/Symmetry |
| <input checked="" type="checkbox"/> Equivalence | <input type="checkbox"/> General/Particular | <input type="checkbox"/> Contradiction |
| <input type="checkbox"/> Use of Limits | <input checked="" type="checkbox"/> Approximation | <input type="checkbox"/> Other |

1.
 - a. In the given data, 38 of the 258 students, or 14.7%, are left-handed.
 - b. Calculate 14.7% of the total number of people in the group.
 - c. You would expect about 135 of the school population, 46 of the sixth grade, and 3 of the French class to be left-handed.
 - d. The calculation for the entire student population should be the closest to the actual number; the larger the sample size, the more accurate the estimation.

2. a.



b. The line you have drawn is the trend line for the data; therefore, any coordinates which are above or below this line have above-average, or below-average numbers of left-handed students respectively.

	partial level (1 or 2)	full level (3)
Modeling/ Formulating (weight: 2)	Student is partially successful in presenting a graphic depiction of the given data.	The graphic depiction of the data in question 2 is correct, with appropriate labeling of axis, and a clear trend line.
Transforming/ Manipulating (weight: 2)	Some of the answers to questions 1a and 1c are correct.	All of the numerical computations required in question 1 are correct.
Inferring/ Drawing Conclusions (weight: 3)	Student is unable to choose which answer in 1c will be closest to actual, and/or is not able to generalize from the given data to answer question 2 . Answers may reflect an unreasonable level of precision, e.g., 134.5 people.	Student is able to use the given data to make correct assumptions and to draw generalized conclusions.
Communicating (weight: 2)	Prose responses to 1b and 1d are unclear or incomplete, and/or graph is not clearly drawn and labeled.	All prose responses are clear and complete, and the graph is accurately drawn and appropriately labeled.