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| **Name:** **Grade: N A M E** | **Multistructural****√** | **Relational****√** | **Extended Abstract** |
| **Marker: AD, KT, ST** | N | NS | Fully | N | NS | Fully | N | NS | Fully |
| **posed a comparison investigative question**  |  |  |  |  |  |  |  |  |  |
| **selected and used appropriate displays and summary statistics** |  |  |  |  |  |  |  |  |  |
| **identified features in the data** |  |  |  |  |  |  |  |  |  |
| **discussed sample distributions** |  |  |  |  |  |  |  |  |  |
| **discussed sampling variability, including variability of estimates** |  |  |  |  |  |  |  |  |  |
| **made an appropriate formal statistical inference** |  |  |  |  |  |  |  |  |  |
| **communicated findings in a conclusion** |  |  |  |  |  |  |  |  |  |
| **Marker’s Judgement*****ACHIEVEMENT*** | **√** | The student has:produced a report that shows they have used each component of the statistical enquiry cycle to make a formal inference |
| **Marker’s Judgement*****MERIT*** | **√** | The student has:produced a report that gives evidence of linking components of the statistical enquiry cycle **to the context and/or populations, and referring to evidence such as sample statistics, data values, or features of visual displays in support of statements made** |
| **Marker’s Judgement*****EXCELLENCE*** | **√** | The student has:produced a report that gives evidence **of integrating statistical and contextual knowledge throughout the statistical enquiry cycle, and may include reflecting about the process and considering other relevant explanations** |