Statistical investigations: Rubric

http://topdrawer.aamt.edu.au/Statistics/Assessment/Statistical-investigations/Assessing-statistical-investigations
http://topdrawer.aamt.edu.au/Statistics/Assessment/Assessment-rubrics
http://topdrawer.aamt.edu.au/Statistics/Assessment/Statistical-investigations

Source: © Natalie Brown.

Criterion	On the way – D	Getting there – C	Moving well – B	Really flying – A
Knowledge Can explain concept to an audience.	Has given an explanation but is not strictly correct, or is confusing.	Has given a definition or explanation that is basic, or one that has been directly copied.	Has given an explanation that has evidence of original thought, either in the definition or in diagrams or additional information.	Has given a clear definition that is easy to understand and goes beyond a basic definition. The definition should have evidence of original thought. Additional information that clarifies or adds interest is included.
Methods Can carry out an investigation.	Provides evidence that an investigation has been carried out according to teacher directions and with help from the teacher.	Provides evidence that an investigation has been carried out (e.g. measurements have been taken and recorded and calculations have been completed).	Provides evidence that an investigation has been carried out systematically. (e.g. measurements being taken with appropriate instruments, checked against approximations – no way-out measures – and clearly recorded).	Investigation carried out systematically. Explained, recorded accurately and presented in an appropriate format. Measurements are accurate, appropriate units used, calculations are correct. A conclusion to the investigation is provided.
Purposes Can identify and give examples of how the knowledge can be used; and can apply knowledge to a new problem or situation.	Demonstrates little understanding of the purpose of the concept being investigated. And/or evidence of considerable teacher assistance.	Can give a rudimentary explanation of the concepts and some indication of application or importance. Evidence of teacher assistance.	Beginning to demonstrate understanding of concepts and application/importance. Beginning to express in their own words how examples are related to their own investigation.	Work reflects a good understanding of the concepts and application/importance. Can express in own words and draw examples from own work and can see limitations.
Forms Can communicate the results of the inquiry to an audience.	Can communicate information or idea but it lacks clarity. With explicit instruction, can use organisers to present results.	Can communicate information or idea using some statistical language and accepted forms/conventions when modelled (e.g. tables).	Can communicate statistical information accurately in a prescribed way and can use diagrams/tables /graphs accurately. Logically sequenced. May make some limited reference to real-life contexts.	Can communicate information in a variety of ways, independently use tables and graphs to communicate findings, discuss statistical ideas using statistical language. Can draw parallels with real-life contexts.