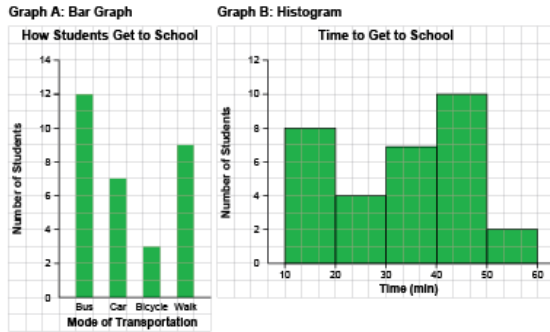# Activity 5 Assessment
Determining Range and Measures of Central Tendency
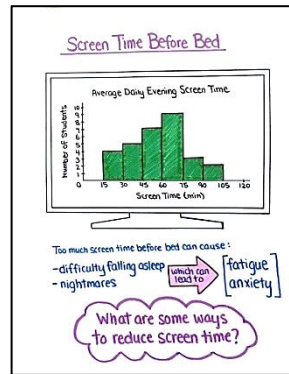
Creating and Interpreting Graphs

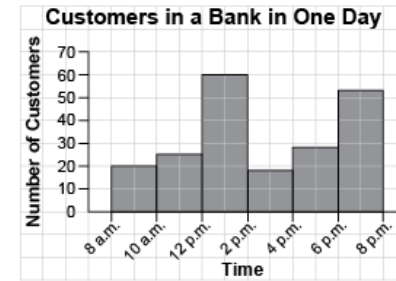| Uses common attributes (basic shape, scale, titles, and labels) to create different graph types.	Chooses graph types based on the data (e.g., line graphs, histograms) and justifies choice.	Uses graphs to answer some questions within and beyond the data.

Graph A: Bar Graph   **Graph B: Histogram**

How Students Get to School — Number of Students vs Mode of Transportation (Bus, Car, Bicycle, Walk)

Time to Get to School — Number of Students vs Time (min)

"I created a bar graph and a histogram about getting to school."

Screen Time Before Bed — Average Daily Evening Screen Time; Number of Students vs Screen Time (min). Too much screen time before bed can cause: −difficulty falling asleep −nightmares → which can lead to → fatigue, anxiety. What are some ways to reduce screen time?

"I created a histogram to show the amount of screen time students have in the evening. Since my audience is Grade 6 students, I made the graph look more fun and engaging by drawing the histogram in a TV screen."

Customers in a Bank in One Day — Number of Customers vs Time (8 a.m. to 8 p.m.)

"I drew lines to find how old Benji was when he was 80 cm tall: about 2 years 9 months. I assumed Benji continued to grow at the same rate and estimated he would be about 125 cm tall at age 11."

Observations/Documentation

Creating and Interpreting Graphs (cont'd)

Uses attributes of graph and measures of central tendency to draw some conclusions.

Brad had these practice times, in seconds, for the 400-m sprint: 73, 64, 55, 81, 68, 62, 57, 64

"I determined the range: 26; mode: 64; median: 64; mean: 65.5. Brad's average practice time is about 64 s."

Analyzes data, draws conclusions, and makes convincing arguments.

Customers in a Bank in One Day

"I would use the data to convince the bank to have more staff on between 12 noon and 2 p.m. and between 6 p.m. and 8 p.m. as that is when the bank is busiest."

Fluently solves problems by graphing data and interpreting the results.

Felicity's Trip to the Local Store
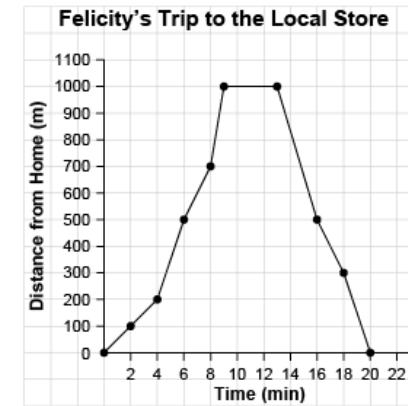
"From the graph, I see Felicity spent 4 minutes at the store as her distance from home did not change."

Observations/Documentation

Mathology 6
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