

Organizing & Analyzing Data

Math Project

	4	3	2	1
Poll Your Classmates	Student designs a creative question to ask his or her classmates. The student provides his or her classmates with five options to choose from. The question is clear and relatable.	Student designs a creative question to ask his or her classmates. The student provides his or her classmates with at least four options to choose from. The question is clear and relatable.	Student designs a question to ask his or her classmates. The student provides less than four options to choose from. The question is clear.	Student designs a question to ask his or her classmates. The student provides less than three options to choose from. The question is not clear OR has been taken from examples in our Go Math workbook.
Tally Table	Student counts the number of classmates for each of their answer options. Student correctly transfers classmate responses into a Tally Table. Student recognizes that five is shown as four tallies with a cross through them from top left to bottom right. Student correctly labels the left columns with five options and the right column with tally marks.	Student counts the number of classmates for each of their answer options. Student has minor errors transferring classmate responses into the Tally Table (errors do not interfere with information collected). Student has minor errors labeling the columns with response options and with tally marks.	Student counts the number of classmates for each of their answer options. Student makes frequent errors transferring classmate responses into Tally Table. Student has few errors labeling the columns with given options and tally marks.	Student counts the number of classmates for each of their answer options incorrectly. Student makes frequent errors transferring classmate responses into Tally Table. Student has incorrectly labeled the columns of their Tally Table.
Frequency Table	Student correctly transfers information from their Tally Table into their	Student correctly transfers information from their Tally Table into their	Student has few errors transferring the information from their Tally Table	Student has frequent errors transferring the information from their Tally Table

	Frequency Table. Frequency Table has columns labeled for the number of students and the topic chosen.	Frequency Table. Student has minor errors labeling their table with number of students and the topic chosen.	into their Frequency Table. Student has few errors labeling their table with number of students and topic chosen.	into their Frequency Table. Student has frequent errors labeling their table with number of students and topic chosen.
Bar Graph, Picture Graph, & Line Plot	Student correctly transfers information from their Tally Table into these graphs. Student creates a key and scale that is appropriate with the number of students counted. Student's pictures for the picture graph are creative and relate to their question. Title and labels are provided.	Student correctly transfers information from their Tally Table into these graphs. Student creates a key and scale that is reasonable with the number of students counted. Student's pictures for the picture graph relate to their question. Titles and labels are provided.	Student has few errors transferring the information from their Tally Table into these graphs. Student creates a key or a scale that does not work easily with the number of students counted. Student's pictures for the picture graph do not relate to the question. Title and/or labels are missing.	Student has frequent errors transferring the information from their Tally Table into these graphs. Student does not create a key or a scale to help their reader analyze the data. Title and labels are missing.
Questions	Student creates three questions that correspond with their data. Student answers the questions and shows their work. No spelling or grammatical errors in their questions. Use of higher order thinking (two part problems) & key words (fewer, combined, altogether)	Student creates three questions that correspond with their data. Minor grammatical and spelling errors in their questions.	Student creates one to two questions that correspond with their data. Few grammatical and spelling errors in their questions.	Student does not create questions that correspond with their data.