

Students were asked to create a presentation in which they examined the relationship between two quantitative variables. The students had to find their data, construct a scatter plot from their data, determine the correlation between the variables, informally insert a line of best fit, and answer two questions about their data.

I can construct a scatter plot and when looking at it, I can tell if there is a correlation.

CCSS.MATH.CONTENT.8.SP.A.1

1	2	3	4
I can construct a scatter plot from a data set with support.	I can construct a scatter plot from a data set and when looking at it, with support, can tell if there is a correlation.	I can construct a scatter plot from a data set and when looking at it can tell if there is a correlation. (positive, negative, weak, strong)	I can construct a scatter plot from a data set and when looking at it can tell if there is a correlation and describe the correlation in context of the data. (positive, negative, weak, strong)

I know that straight lines can model the relationship between quantitative variables and I can informally insert the line of best fit in a scatter plot.

CCSS.MATH.CONTENT.8.SP.A.2

1	2	3	4
I can informally insert the line of best fit between two quantitative variables with support.	I can informally insert the line of best fit between two quantitative variables.	I can informally insert the line of best fit between two quantitative variables in a scatter plot and I can interpolate and extrapolate values using the line.	I can informally insert the line of best fit between two quantitative variables in a scatter plot and I can interpolate and extrapolate values using the line. I recognize the real world use and application of the line of best fit.

Pre-Work (50 points)	Presentation (50 points)
Thinking Ahead Portion: _____ (5 points)	Presentation is complete and correct: _____ (20 points)
Collecting Data and Graphing: _____ (30 points)	Presentation includes all requirements: _____ (20 points)
Analyzing Data: _____ (15 points)	Question Sheet: _____ (10 points)