Name: **Date:**

Grade: **Day:**

Learning objective	Emerging (E)	Developing (D)	Meeting Expectations (ME)	Exceeding Expectations (EE)
Interpretation of Secondary Data	Shows minimal understanding of the data; misinterprets key points.	Demonstrates a basic understanding but has inconsistencies or misreads some data.	Interprets data accurately with correct references to categories, values, and comparisons.	Interprets all data accurately, highlights patterns or trends, and offers deeper insights.
Critical Analysis of Graph Design and Source	Does not identify or explain the source or type; opinion lacks reasoning.	Identifies the source and type with limited justification or vague reasoning.	Accurately identifies the source (primary/secondary) and provides a reasoned opinion on graph design.	Provides a thoughtful critique of the graph's construction and source reliability, supported by strong reasoning.
Communication of Interpretations	Responses are unclear or incomplete; shows difficulty expressing ideas.	Communicates interpretations with some clarity, but explanation may lack detail.	Communicates understanding clearly using appropriate mathematical language and examples.	Articulates interpretations confidently and clearly, using detailed explanations and accurate mathematical language.

Reflection: Write 3 sentences that summarize your learning and the knowledge you have gained about data throughout this unit

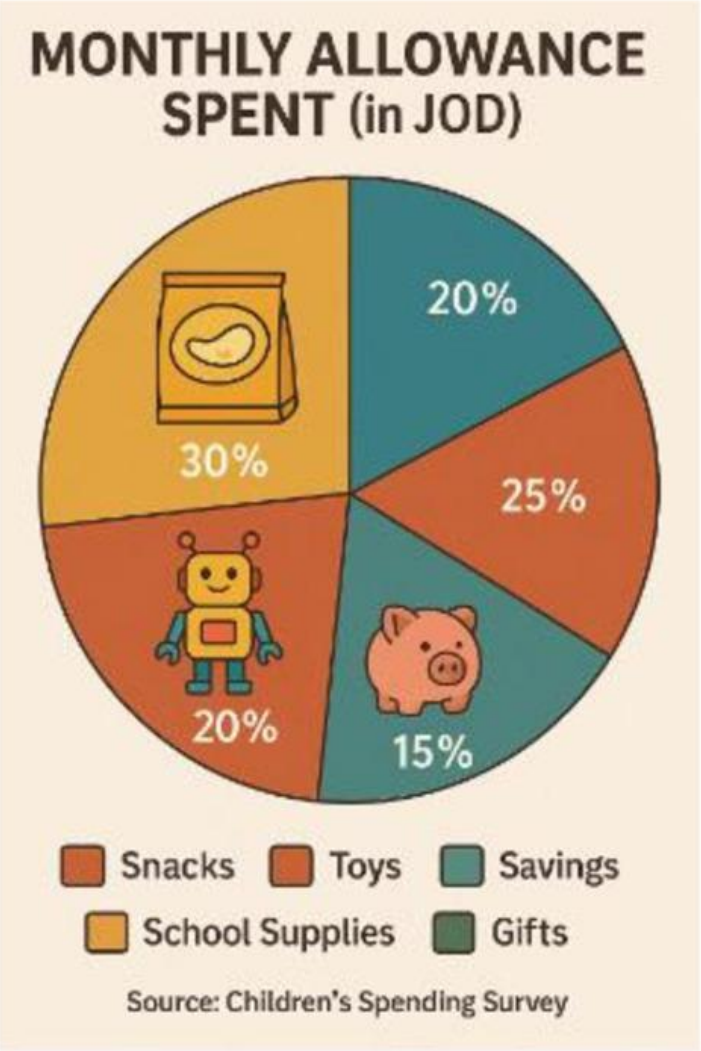
1.

2.

3.

LIVEWORKSHEETS

Interpret data and Read the following info-graphs to help you answer the following questions :



a) What is the source of information for this graph?

b) What type of source do we consider it (Primary or Secondary)?

c) Do you agree with how this graph was created? Explain your answer.

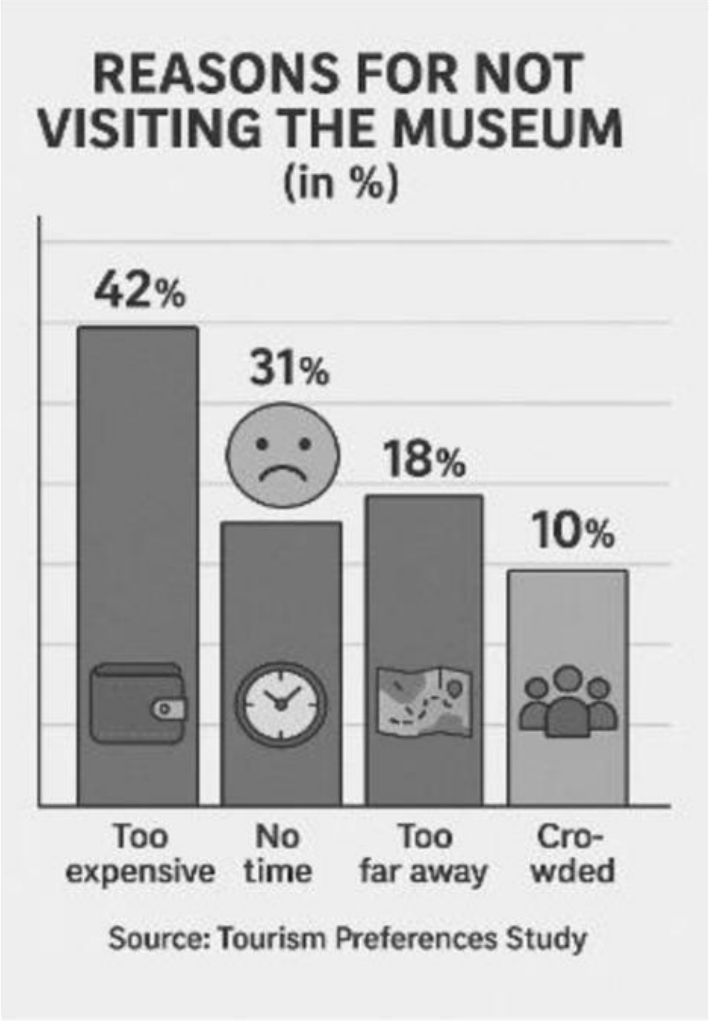
d) Which category had the highest spending?

e) Which two categories combined make up exactly half of the spending?

LIVEWORKSHEETS

Interpret data and Read the following info-graphs to help you answer the following questions :

JORDAN TODAY Snapshots



a) What is the source of information for this graph?

b) What type of source do we consider it (Primary or Secondary)?

c) The most common reason people don't visit the museum is because it is too crowded.

True	False

d) The percentage of people who don't have time to visit the museum is higher than those who think it is too far away.

True	False

e) According to the source, the data was collected from the Tourism Preferences Study.

True	False

f) If a museum wanted to increase visitor numbers based on this data, which strategy would likely have the greatest impact?

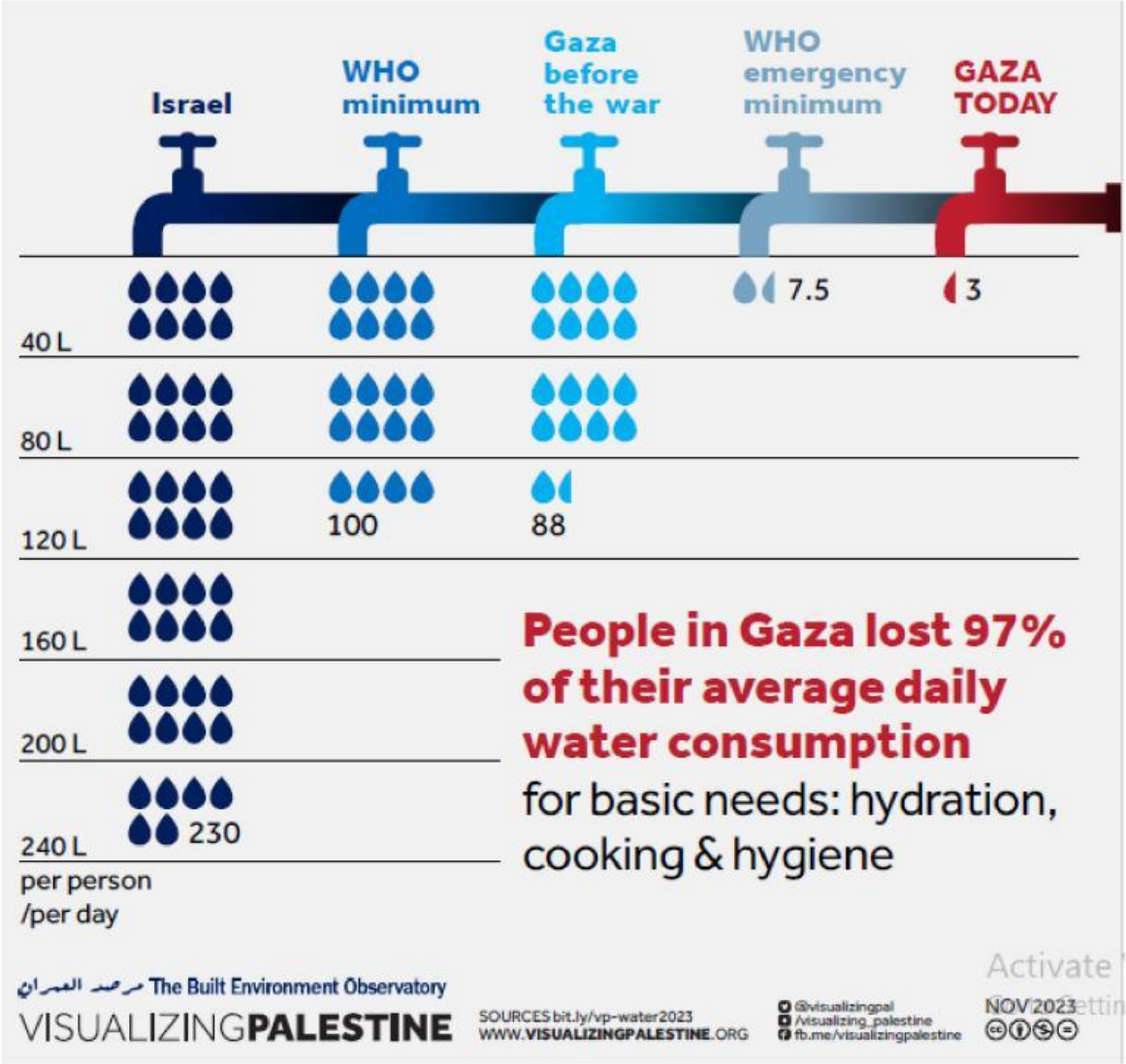
A. Launching an advertising campaign to share more information

B. Offering discounted tickets for families

C. Expanding parking to reduce travel time

D. Limiting the number of visitors per hour to reduce crowding

LIVEWORKSHEETS



a) Gaza's current water access of 3 liters per person per day meets the WHO minimum standard of 100 liters.

True	False

b) In the info-graphic, Israel's water usage is shown as 230 liters per person per day, represented by 23 water drops.

Based on this, how many liters does one water drop represent?

A. 5 liters
B. 10 liters
C. 15 liters
D. 20 liters

LIVEWORKSHEETS