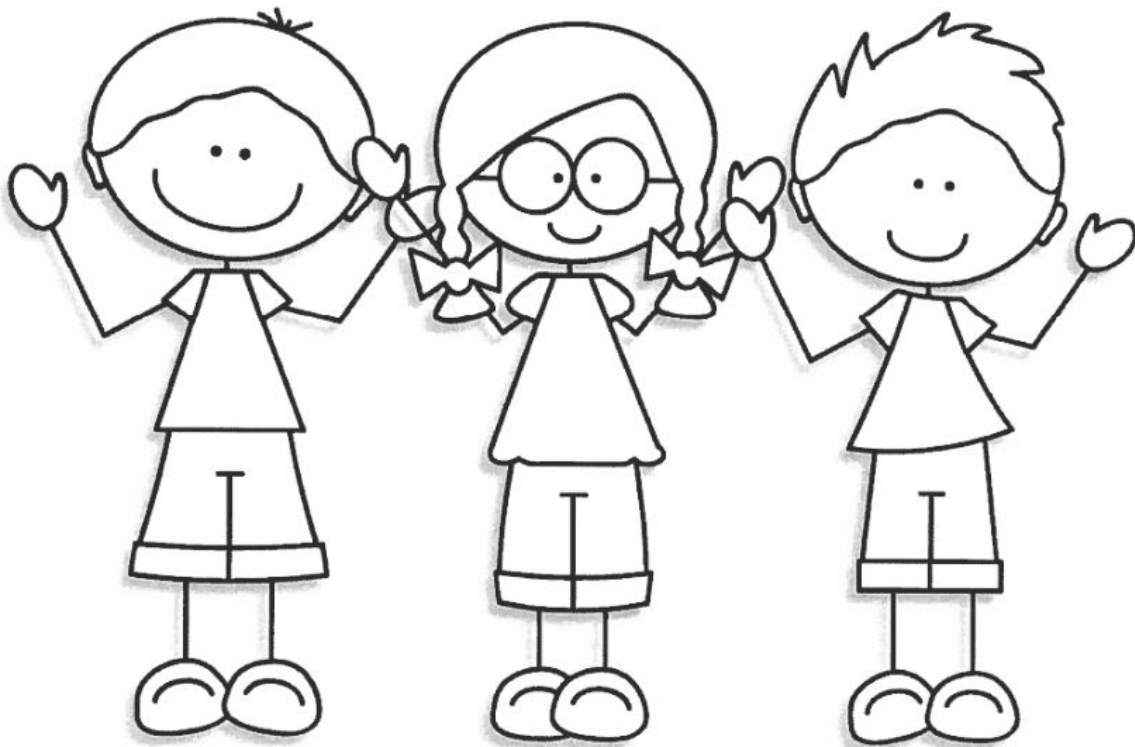


# Relative Frequency assignment



BY:

Name:

Date:

Assignment 3.1

# Relative Frequency Tables

## Assignment Description:

For this assignment, you are asked to collect primary data from at least 20 different students. You must come up with a survey question where individuals can make a choice of several items (e.g., game consoles owned, favourite sports). This data will be organized into a relative frequency table. You will be required to analyze the data that you have collected.

## Assignment Requirements:

For this assignment, you must meet the following requirements:

- ☐ **Survey Question:** Come up with a survey question that has multiple options that you can ask your classmates. Please list all of the options. Students can only choose one option.
- ☐ **Survey Minimum:** Your survey must be given to at least 20 different students. Record their responses honestly.
- ☐ **Relative Frequency Table:** Your survey results will be recorded in a relative frequency table you have constructed. Be sure to incorporate the frequency of response, the total number of respondents, and the relative frequency expressed as a decimal.
- ☐ **Interpretation of Results:** You must also include at least 3 observations derived from your data. Please be sure to write your observations using full sentences.

## Success Criteria:

In order to be successful with this assignment, you must be able to check off the following success criteria for what makes a good response for this assignment:

- ☐ I can write a survey question that has at least 4 options.
- ☐ I can conduct a survey using at least 20 respondents.
- ☐ I can ensure that my data collected is bias free.
- ☐ I can display my data using a relative frequency table.
- ☐ I can calculate the relative frequencies of each of my values.
- ☐ I can write a minimum of **three** conclusions that can be drawn from my collected data.
- ☐ I can write my response using clear data management vocabulary.

## Presentation:

You will be displaying your table to your classmates around the room. Your classmates will be each choosing one table to analyze and write two conclusions that they can draw from the given data. Please be sure to display your data so that your classmates can read it and understand what your survey was about.

## Due Date:

The assignment will be due on:

Name:

Date:

Assignment 3.1

# Relative Frequency Tables

## Survey Question:

Record your survey question and survey option using the space below.

My survey question is . . .	Survey options:
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## Survey Responses:

Record your survey responses using the space below.

Choice #1	Choice #2	Choice #3	Choice #4	Choice #5	Choice #6

## Relative Frequency Table:

Create a relative frequency table using the space below. Be sure to use a ruler.

# What Makes a Good Survey?

A survey is used to gather information about people, groups, or preferences.

## A GOOD SURVEY ...

- ➡ Has a clear topic.
- ➡ Has a series of questions a person can answer.
- ➡ Has a series of choices a person can choose from.
- ➡ Does not persuade an individual to choose a certain option.
- ➡ Is understandable and relevant.

Poster 3.3



Name:

Date:

Assignment 3.1

# Relative Frequency Tables

## Conclusions:

Use the data you have collected, and your relative frequency table to draw conclusions.

Conclusion #1	
Conclusion #2	
Conclusion #3	
Conclusion #4	

## Interpreting Relative Frequency Tables:

Fill out the chart below by exploring a relative frequency table of a classmate.

Name of Relative Frequency Table:	Conclusion #1	
	Conclusion #2	
Relative Frequency Topic:	Conclusion #3	
	Conclusion #4	

Name:

Date:

Rubric 3.1

# Relative Frequency Table

## Assignment Rubric

Level 4	Level 3	Level 2	Level 1
<b>Survey topic and choices.</b>			
The survey topic is stated with a high degree of clarity.	The survey topic is stated with a considerable degree of clarity.	The survey topic is stated with some degree of clarity.	The survey topic is stated with a limited degree of clarity.
The survey choices match the survey topic with a high degree of effectiveness.	The survey choices match the survey topic with a considerable degree of effectiveness.	The survey choices match the survey topic with some degree of effectiveness.	The survey choices match the survey topic with a limited degree of effectiveness.
<b>Data gathering.</b>			
The survey was conducted without the influence of bias with a high degree of effectiveness.	The survey was conducted without the influence of bias with a considerable degree of effectiveness.	The survey was conducted without the influence of bias with some degree of effectiveness.	The survey was conducted without the influence of bias with a limited degree of effectiveness.
The survey results were organized in a frequency table with a high degree of clarity.	The survey results were organized in a frequency table with a considerable degree of clarity.	The survey results were organized in a frequency table with some degree of clarity.	The survey results were organized in a frequency table with a limited degree of clarity.
<b>Relative frequency table.</b>			
The student calculates the relative frequency for each given data number with a high degree of accuracy.	The student calculates the relative frequency for each given data number with a considerable degree of accuracy.	The student calculates the relative frequency for each given data number with some degree of accuracy.	The student calculates the relative frequency for each given data number with a limited degree of accuracy.
The student organizes their data into a relative frequency table with a high degree of clarity.	The student organizes their data into a relative frequency table with a considerable degree of clarity.	The student organizes their data into a relative frequency table with some degree of clarity.	The student organizes their data into a relative frequency table with a limited degree of clarity.
<b>Conclusions about data presented in relative frequency table.</b>			
The student draws conclusions about the data presented in the relative frequency table with a high degree of thoroughness.	The student draws conclusions about the data presented in the relative frequency table with a considerable degree of thoroughness.	The student draws conclusions about the data presented in the relative frequency table with some degree of thoroughness.	The student draws conclusions about the data presented in the relative frequency table with a limited degree of thoroughness.