



Computing Technology for Math Excellence

Preparing for the Ohio Graduation Test in Mathematics

Strand Resources: Data Analysis and Probability

The following pages are for students. Use them to help you monitor your own test preparation. You can print the entire booklet, or just those pages for benchmarks you want to work on. The resources provided are at CT4ME: http://www.ct4me.net/Ohio_Graduation_Math_Test_Prep_DataStrand.htm

Directions:

1. Identify the benchmark (A-K) below for review in Data Analysis and Probability. Below the benchmark, you will find Web resources for reviewing the concept and practice problems.
2. *Before beginning the Web exercises* for the benchmark you chose, fill in the “K” column: What do you already know about that benchmark? Then in the “W” column: Write what you still want to know.
3. When you have completed using a resource provided, place a check in the box in the first column. This will help you keep track of resources used. Decide if the resource was helpful. Write “yes” or “no” in the last column. Add your comments, if any, about the resource.
4. *After using all the resources* for each benchmark, go to the “L” column and write what you learned. Read your “K” column entries again to see if any of your prior knowledge was inaccurate, and rewrite those statements so that they are correct.
5. Look at the “W” column again, and place a check next to any of your questions that were not answered by using the resources. Be sure to mention those questions in class. Decide how you will find answers to those remaining questions.
6. *When you have completed all of the exercises provided with each benchmark and your K-W-L chart is complete*, reflect on your overall understanding of the benchmark. Be honest with yourself. In the last column circle your belief about your level of mastery: still no or very little understanding (N), some to a great deal of progress (P), I’ve got it!--mastery (M).

Name _____

A. Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	OpenStax CNX: The basics about line graphs in representing data shows how line graphs compare to bar graphs and when to use line graphs. Two self-check questions included.	
	National Center for Education Statistics (for students): Create a Graph	


Name _____

	Statistics Canada: Statistics, Power from Data: Graph Types and create the graph	
	Glencoe Online Study Tools, Mathematics, Algebra 2005, multiple choice practice: <ul style="list-style-type: none">• Box and Whisker Plots • Histograms • Statistics: Scatter Plots and Lines of Fit	
	NCTM E-examples: 7.4: Line of Best Fit: Linear Regression and Least Squares	


Name _____

	<p>Prentice Hall: Using the TI-83 or TI-84: Perform a Linear Regression, Quadratic Regression, or Exponential Regression</p>	
	<p>Utah State University, National Library of Virtual Manipulatives:</p> <ul style="list-style-type: none">• Data Analysis and Probability Manipulatives--select by grade band • Box Plots and Histograms • Scatterplots	

Name _____

	<p>JAVA applet for Scatterplots from the Math Department at Hobart and William Smith Colleges: Launch the scatter plot, modify data and view the resulting line of best fit.</p>	
	<p> Play the YouTube videos from the Ohio Resource Center Tutorials for High School Mathematics:</p> <ul style="list-style-type: none">• Data Display for organizing information into tables and graphs with titles, legends, correct units, error bars, and fitting functions. • Lines of Fit for defining and finding lines of best fit using real data.	


Name _____

	<p> Play video at YouTube.com: Box Plots by Brainiaccamp Math Software: How to construct box plots by ordering a data set to find the median of the set of data, median of the upper and lower quartiles, and upper and lower extremes.</p>	
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Name _____

B. Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Statistical Graphs: Advantages and disadvantages of different graphs . The choice of a graph type depends on the type and breadth of the data, the audience it is directed to, and the questions being asked.	

Name _____

	Eduplace.com: Choosing an Appropriate Graph	
	 Play the YouTube video from the Ohio Resource Center Tutorials for High School Mathematics: Graphing Data for working with a spreadsheet to create different types of graphs with discussion of appropriateness.	

Name _____

C. Compare the characteristics of the mean, median and mode for a given set of data, and explain which measure of center best represents the data.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Statistics Canada: Statistics, Power from Data: Measures of Central Tendency	
	University of Illinois at Urbana-Champaign, Jay Hill: Introduction to Descriptive Statistics --mean, median, mode, range, and so on, simply explained.	



Name _____

	BBC GCSE Bitesize Maths, Statistics and Probability: Averages: Mean, Mode, and Median --There is an explanation (called Revise), activity, and test.	
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Name _____

D. Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Shodor Interactive: Introduction to Statistics : Mean, Median, Mode	
	AlgebraLab.org: Mean, Median, Mode . Lesson, interactive online practice problems. Show the Related AlgebraLab documents for activities, additional practice problems and word problems.	

Name _____

	Glencoe Online Study Tools, Mathematics, Algebra 2005, multiple choice practice: Measures of Variation	
	 Play the YouTube video from the Ohio Resource Center Tutorials for High School Mathematics: Measures of Center and Dispersion for discussing the meaning of measures of center and using a calculator to explore measures of dispersion.	
	 Play video at YouTube.com: GCSE Maths Median and IQR : This short video shows how to find a median, lower quartile, upper quartile, then inter-quartile range.	

Name _____

E. Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Glencoe Online Study Tools, IMPACT Mathematics, Course 1, multiple choice practice: Collecting and Analyzing Data	
	Statistics How To: Misleading Graphs : Real Life Examples	
	BBC (GCSE Bitesize): Statistics and Probability : Collecting Data, Averages, Representing Data	

Name _____

F. Construct convincing arguments based on analysis of data and interpretation of graphs.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Interpret line graphs from the Earth Observatory at NASA. Analyze some temperature and precipitation graphs from different cities and match them up to the correct biome.	
	Glencoe Online Study Tools, Mathematics: Applications and Connections, Course 3, multiple choice practice: Misleading Graphs and Statistics	

Name _____

	<p>Glencoe Online Study Tools, IMPACT Mathematics, Course 3, multiple choice practice:</p> <ul style="list-style-type: none">• Data Patterns in Tables and Graphs • Models, Data, and Decisions	

Name _____

G. Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	Statistics Canada: Statistics, Power from Data: Sampling Methods	
	Glencoe Online Study Tools, Mathematics, Algebra 2005, multiple choice practice: Sampling and Bias	


Name _____

I. Design an experiment to test a theoretical probability, and record and explain results.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	AlgebraLab.org: Law of Large Numbers and Simulations explains the process of experimental probability and suggests experiments to try. Be sure to show related AlgebraLab documents for additional lessons and practice problems in probability.	
	Glencoe Online Study Tools, Mathematics: Applications and Connections, Course 3, multiple choice practice: Using Sampling to Predict	

Name _____

J. Compute probabilities of compound events, independent events, and simple dependent events.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	<p>What are the Odds? The Ins and Outs of Probability (by graduate students at University of Virginia): Take a nine-question interactive quiz assessing common probability misconceptions relating to compound and simple events, sample size, representativeness, and so on.</p>	

Name _____

	<p>Glencoe Online Study Tools, Mathematics: Applications and Connections, multiple choice practice:</p> <ul style="list-style-type: none">• Course 2, Independent and Dependent Events • Course 3, Probability of Compound Events	
	<p>Integrated Publishing: Dependent Events, explanation of probability and problems</p>	
	<p> Play videos at YouTube.com:</p> <ul style="list-style-type: none">• GCSE Probability Part 1: This video is from a professor in Great Britain who nicely explains probability and shows examples: expected frequency, the typical problems involving picking balls from a bag, mutually exclusive events, independent events, and drawing	

Name _____

	<p>diagrams to help identify possibilities.</p> <ul style="list-style-type: none">• Probability Part 2: tree diagrams. The same professor in Great Britain discusses the balls in a bag problems when making two picks, which leads to tree diagrams to help determine probability involving replacing after each pick, and then not replacing after a pick.	
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Name _____

K. Make predictions based on theoretical probabilities and experimental results.		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the Web resource helpful? (yes/no) Comment(s)
	<p>Glencoe Online Study Tools, Mathematics: Applications and Connections, multiple choice practice:</p> <ul style="list-style-type: none"> • Course 2, Theoretical and Experimental Probability • Course 3, Experimental Probability 	

Name _____

	Utah State University, National Library of Virtual Manipulatives: Box Model -- investigate theoretical and experimental probabilities.	

Name _____

Are you ready for the test?

1. Don't forget to [review and complete the Six Steps for Success, including the full online practice tests.](#)
2. Complete: Statistics, Data Analysis, and Probability Strand Questions using [California's High School Exit Examination \(CAHSEE\) released questions.](#)



How did you do?

Score: _____ right out of _____ questions.

Look at the "W" column again for the benchmarks you chose to work on. List the questions you checked that you still have. For each of those, decide how you will find the answer.

What I still WANT to know—my unanswered questions	My Plan to Find the Answers

Name _____

Use this page for additional resources you use for test preparation. Write the benchmark.

Benchmark:		Circle Mastery Level: N P M
What I K now	What I W ANT to know	What I L earned
Check when completed	Resources	Was the resource helpful? (yes/no) Comment(s)