Fitzgerald /10 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Data Displays**

As students brainstormed in class there are many types of data displays commonly used by historians.

* Maps – examples - physical, political, population density, elevation, plate boundaries, electoral college
* Pie Charts – examples ages of voters for a candidate, nationalities in overall population
* Bar graphs – example - value of GDP of different countries
* Line graphs – example – growth in population over time, rise in number of people with a college education
* Timelines – example – Chinese dynasties
* Political cartoon – example – expressing opinions about a governmental official or policy

Because data displays are so important as a way of conveying information, student will be assessed in this skill area, asking whether they can create a data display and whether they can interpret a data display.

As with all graded skill areas, students will be graded in five specific qualities of the skill area throughout the year, so that students will know what to work on to improve in that area.

* Students worked to brainstorm these qualities themselves, coming up with the following:

|  |  |
| --- | --- |
| For Data Display Created by Student | For ability to interpret a data display |
| **Accurate** Accurately represents data | **Accurately interprets data** using the data display and knowledge from our studies |
| **Conveys Information Clearly**Creates a Data Display that is easy to read.* Neat
* Uses commonly understood interpretations as they are commonly used (i.e. – blue as water, red as Republican/blue as Democrat, x-axis contains the controlled variable)
* Well organized (i.e. short, straight labeling lines, well-spaced intervals for space available, etc.)
 | **Clearly expresses the data verbally or in writing** |
| **Complete** Displays all given information  | **Written or verbal expressions of the data are complete given the data provided in the display and knowledge from our studies** |
| **In Correct Form** for that type of displayCreates a display that contains the standards of that form of display – (i.e. maps with titles, keys, scales, graphs with titles, labeled axis, units given, intervals marked) | **Shows understanding of key components of that form of display and ability to use those components** (i.e. maps with titles, keys, scales, graphs with titles, labeled axis, units given, intervals marked) |
| **Understands basic procedures for creating that type of display**Works confidently **and in a timely manner** with few restarts to create displays given instructions of procedures in class(i.e. figuring out best intervals to use for given space on a graph, figuring out how to create pie slices on a Pie chart that represent the part of the whole accurately with % or fraction of 360 degrees, using best tools in correct order) | **Can make well-supported arguments as to the effectiveness of the data display**, its strengths and weakness in successfully conveying data(i.e. that an election map should include number of electoral college votes each state had, that an area of the map was crowded and label placement needed to be planned more carefully |

**Grading**

* All graded work will be within seven skill area: discussion, data displays, notes, taking information-based tests and quizzes, working with primary sources, and writing. each skill area will be introduced one-at-a-time at the beginning of the year.
* Every example of work will be graded on a 10 point scale based on whether the work demonstrated the characteristics of success in that skill area. The students will develop the list of five key qualities for each skill area through discussion.
	+ 10 - mastery/above and beyond - all qualities shown
	+ 9 - excellent - 4 of 5 qualities shown
	+ 8 - good - 3 of 5 qualities shown
	+ 7 - basic - 2 of 5 qualities shown
	+ 6 - below basic expectations - 1 of 5 qualities shown
	+ 5 - not currently demonstrating this skill - no qualities shown

(Explanation of grading system continued on the back.)

* Grades will be posted on MyRCS which will have a note as to the above scale, so students and parents can assess current progress. But the class grade will not be figured mathematically by the program. At progress report and marking periods, students will self-assess and I will assess their progress based on their level of performance in the skill areas. This grade will be then posted as a current progress grade.
* If a trend toward improvement in a skill area or in skills overall can be perceived, achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged. If the number of qualities demonstrated in a skill fluctuates or the overall performance based on different skills varies, the average will be used.
* Students will not retest or redo work for a higher grade, though they may do so for their own goals, as students can improve their grade by focusing on achieving the qualities needed in future work.