ASET Science & Engineering Practices (SEP) Tool: Analyzing & Interpreting Data

Name or ID:

Lesson/Unit Title: **Intended grade:**

SEP 4	**Analyzing and Interpreting Data:** Scientific investigations produce data that must be analyzed in order to derive meaning. Scientists use a range of tools-including tabulation, graphical interpretation, visualization, and statistical analysis- to identify sources of error in investigations and calculate the degree of certainty in the results. Engineering investigations include analysis of data collected in the tests of designs. This allows comparison of different solutions and determines how well each meets specific design criteria. Like scientists, engineers require a range of tools to identify patterns within data and interpret results.		
Components of SEP **In this lesson/unit plan, it is clear that _students_ have a structured opportunity to:**	**Mark with "x" if present in lesson**	**What teacher actions were taken to facilitate this component for students?**	**What are the students doing?**
1) Clearly organize and display data to represent phenomena.			
2) Identify and describe relevant and meaningful patterns and relationships in data.			
3) Use statistical techniques to analyze data to address a scientific question or design solution			

4) Interpret data to provide evidence for, predict, and/or draw conclusions about phenomena.			
5) Analyze and interpret large data sets.*			
6) Identify and address variation and uncertainty in data sets.*			

Notes on Context/Special Considerations (part of school year, differentiation, student developmental considerations, etc.):

Science & Engineering Practices		
SEP 4: Analyzing and Interpreting Data: Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing information. In 3-5 they build on K-2 experiences and progress to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.		
*By the end of the grade band **students** will have had a structured opportunity to develop an understanding of each of these. Individual lessons or units should include opportunities for **students** to practice one or more of the following components ……*		
	K-2 Grade Band	**3-5 Grade Band**
1) Clearly organize and display data to represent phenomena.	Students: a. record information (observations, thoughts and ideas) b. with guidance, organize (and sometimes share) given information (from data given or collected) using graphical or visual displays (e.g., pictures, pictographs, drawings, written observations, tables, charts)	Students organize data (e.g., from students' previous work, grade-appropriate existing datasets) using graphical displays (e.g., table, pictograph, chart, graph). This should include that they: a. decide on an optimal display b. label axes c. select appropriate intervals d. translate between representations (e.g. tables to graphs)
2) Identify and describe relevant and meaningful patterns and relationships in data.	Students describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems using their: a. observations (firsthand or from media) b. organization of the given information c. analysis of data from tests of an object or tool to determine if it works as intended This could include consideration of range (minimum and maximum), mode (what happens most often), comparisons (fewer than, greater than)	Students identify and describe patterns and/or relationships from the organized data. This could include consideration of: • Causation vs correlation • The role of the independent and dependent variable
3) Use statistical techniques to analyze data to address a scientific question or design solution	Not present until 3-5 Grade Band	Students analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation
4) Interpret data to provide evidence for, predict, and/or draw conclusions about phenomena.	Students: a. compare predictions (based on prior experiences) to what occurred (observable events) b. describe the conclusions they made [or provide rationale for their conclusions] based on the relationships they observed in the data c. use their organized data to support or refute their ideas about why the design of a specific object or tool is best suited for the given intended purpose	Students a. use the organized data to find and describe relationships within the datasets b. describe how patterns provide evidence to support or refute a given conclusion about phenomenon c. use data to evaluate and refine design solutions d. make new predictions based on data (beyond the dataset)
5) Analyze and interpret large data sets.*	Not present until 6-8 Grade Band	Not present until 6-8 Grade Band
6) Identify and address variation and uncertainty in data sets.*	Not present until 6-8 Grade Band	Not present until 6-8 Grade Band

* Not present until 6-8 Grade Band