

1	CG PB LT CT	I can generate at least three questions to deepen my understanding of a situation.
2	CG PB LT CT	I can summarize someone else's perspective.
3	CG PB LT CT	I can work with others to establish a code of conduct.
4	CG PB LT CT	I can work with others to establish personal and team goals.
5	PB LT CT	I can keep a growth journal of my mistakes and personal goals for two consecutive weeks.
6	CG PB LT CT	I can situate myself in my community so as to use statistics to help pursue the common good.
7	CG PB LT CT	I can engage in respectful dialogue about the common good.
8	LT FI NG OE	I can keep a handwritten list of all vocabulary provided for outcomes about: FIS, NGE, and OES.
9	CG PB LT CT FI	I can explain the relationship between samples and populations.
10	CG PB LT CT FI	I can explain how we use samples to understand populations.
11	CG PB LT CT TE FI	I can collect a systematic sample and a simple random sample.
12	CG LT CT TE FI	I can explain the process of systematic sampling and simple random sampling.
13	CG LT CT FI	I can explain the importance of representative samples.
14	CG LT CT FI PN	I can explain the difference between choosing randomly and choosing whimsically.
15	CG LT CT FI OE PN	I can explain why we use randomness in collecting samples.
16	LT CT TE FI	I can explain why variability is expected in sampling.
17	CG LT CT FI	I can explain at least three strategies to remember and protect the common good while sampling.
18	CG LT CT TE NG	I can identify centers, spread, shape, positioning, and outliers given a graphical display of data.
19	LT CT TE FI NG	I can identify centers, spread, and outliers given numerical summary data.
20	LT TE FI NG	I can generate numerical summary data including centers, spread, and outliers for a data set.
21	LT CT TE NG	I can create at least three distinct visuals for a data set.
22	LT OE	I know that observational studies are not sufficient to determine causality. In other words, I know that correlation does not imply causation.
23	CG PB LT CT OE	I can engage in a process of exploration including proposing at least three follow up actions to gain a deeper understanding of data and determining which action is appropriate given the context of the situation.
24	CG LT CT FI	I can identify the context of a given situation including any population(s) involved, any sample(s) collected and how data were collected.
25	LT CT OE	I can classify a study as observational or experimental.
26	CG LT CT TE NG OE	I can use geometric figures such as lines to describe data and offer candidates for missing data points.
27	CG LT CT TE NG OE	I can use formulas or software to model data and offer candidates for missing data points. (Linear regression)
28	LT PN CI ST	I can keep a handwritten list of all vocabulary provided for outcomes about: PND, CI, and ST.
29	LT PN	I know the boundaries given in the empirical rule AND that normal distributions follow the empirical rule.
30	LT CT NG PN	Given μ and σ , I can sketch an associated normal distribution.
31	LT CT TE NG PN	Given three of μ , σ , an observation, and a z-score, I can calculate the missing value AND illustrate these values on the graph of a distribution.
32	LT TE PN	I can use R to plot a frequency distribution of data points.
33	LT CT TE NG PN	Given a plot of a frequency distribution, I can shade in the portion of the data that is between two observed values.

34	LT	TE	NG	PN	I can use a frequency distribution OR a cumulative distribution of data points to compute the proportion of data that are within 1, 2, and 3 standard deviations from the mean.				
35	LT	TE	NG	PN	I can use R to generate and graph a cumulative distribution from a given distribution of sample data.				
36	LT	TE	NG	PN	Given a cumulative distribution and an observed value, I can determine the proportion of the data that are less than the observed value.				
37	LT	CT	TE	NG	PN	Given a cumulative distribution and an observed value, I can use R to estimate another datum in the data set such that the proportion of the data that are greater than that new value is the same as the proportion of the data that are less than the observed value.			
38	LT	TE	NG	PN	Given a distribution, I can use R to calculate the probability of an observation being between two values.				
39	LT				CI	I can state a confidence interval in words including the level of confidence, the population parameter under investigation, and the boundaries of the interval.			
40	LT	CT			PN	CI	I can use probability to explain levels of confidence.		
41	LT	TE				CI	I can use R to generate a confidence interval to estimate a quantitative parameter.		
42	LT	TE				CI	I can use R to generate a confidence interval to estimate a qualitative parameter.		
43	LT				PN	CI	I can explain how modifying the confidence level affects the width of the confidence interval.		
44	LT		FI		PN	CI	I can explain how modifying the sample size affects the width of the confidence interval.		
45	CG	PB	LT	CT	TE	FI	CI	I can gather data about three of my core values use and use confidence intervals to better understand these data and my core values.	
46	LT	TE			OE	CI	I can use R to generate a confidence interval to estimate the relationship between two quantitative parameters.		
47	LT	TE				CI	I can use R to generate a confidence interval to estimate the relationship between two qualitative parameters.		
48	LT	CT		FI		PN	CI	ST	I can describe the statistical inference process for hypothesis testing.
49	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with one quantitative sample.
50	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with one qualitative sample.
51	LT	CT		FI		PN		I can explain what it means for a sample statistic to be at least as extreme as another statistic.	
52	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with two quantitative samples.
53	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with two qualitative samples.
54	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with more than two quantitative samples.
55	LT	CT		FI	NG	OE		ST	I can interpret results of significance tests with more than two qualitative samples.

CG						Module 4:
PB						
LT						
CT						Module 8:
TECH						
FIS						
NGE						
OES						Module 12:
PND						
CI						
ST						