**Grading Rubric**

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|  | **Below Standard** | **Meets Standard** | **Exceeds Standard** |
| Student will be able to use the correlation coefficient to determine whether a linear function models a data set. | Student is not able to find the correlation coefficient or is not able to use the correlation coefficient to determine which line is the “best fit” and where a linear function model is best. | Student is able to find the correlation coefficient or is able to use the correlation coefficient to determine which line is the “best fit” and where a linear function model is best. | Student is not able to find the correlation coefficient or is not able to use the correlation coefficient to determine which line is the “best fit” and where a linear function model is best. And, student is able to understand that there are other types of correlation and sometimes, data will just not have a correlation. |
| Student will be able to find the linear regression for the data using a graphing calculator. | Student will not be able to follow the worksheet presented and find the regression model for the data. Either by not being able to correctly follow teacher instruction or student references or by not understanding the concept as shown by the worksheet. | Student will be able to follow the worksheet presented and find the correct regression model for the data using their graphing calculator, teacher instruction, peer collaboration, and student references attached as shown on the worksheet. | Student will be able to follow the worksheet presented and find the linear regression model for the data as shown on the worksheet. Then, student will be able to make predictions about how having a regression model is necessary for data information. i.e. understanding how regression models can help make future predictions regarding the data. |
| Student will be able to define and interpret the slope (rate of change) of a linear model. | Student is unable to state what the slope of the linear model is or state the slope incorrectly. | Student is able to state the definition of the slope and correctly identify the slope on his or her linear model. | Student is not only able to state the definition of his or her slope correctly and correctly identify the slope on his or her model, but student is also able to relay understanding that slope is rate of change. |
| Student will be able to identify and interpret the y-intercept (constant term) in terms of the data set. | Student is either unable to identify the y-intercept or interpret the y-intercept in terms of the data set. | Student is both able to identify the y-intercept or interpret the y-intercept in terms of the data set. | Student is both able to identify the y-intercept or interpret the y-intercept in terms of the data set. And, student is able to make clear and consistent connections about y-intercepts involving other data. |