

Coach's Corner Assessment

Coach's Corner provides practice and allows you to self-reflect on your conceptual understanding of the *Lesson* skills. Assessment of your work in *Coach's Corner* will be combined into two overall completion marks, one for *Workbook A* and one for *Workbook B*. Your work for *Coach's Corner* in each *Workbook* will be assessed according to the rubric provided.

Category	Strategy and Procedures	Response to Questions
	<i>The student...</i>	<i>The student...</i>
4	<ul style="list-style-type: none"> uses efficient and effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides detailed explanations and follows directions appropriately to complete all questions
3	<ul style="list-style-type: none"> uses effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides clear explanations and follows directions adequately to complete most questions
2	<ul style="list-style-type: none"> uses effective strategies inconsistently to solve the problem(s) 	<ul style="list-style-type: none"> provides incomplete explanations and follows some directions to complete a few questions
1	<ul style="list-style-type: none"> does not use effective strategies to solve the problem(s) 	<ul style="list-style-type: none"> provides incomplete explanations and does not follow directions to complete some questions

Complete *Coach's Corner* exercises using your best work, showing all relevant steps needed to arrive at your solution. Refer to the *Module* to review lesson instructions. Contact your teacher for assistance or clarification as needed, or to investigate the topic further.

Check and correct your work using the solutions provided in *Equipment Room* in the *Module*.

Coach's Corner is worth 8 marks.

After you have assessed your work, reflect on your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.

Unit 6: Statistics Lesson 6.1



Coach's Corner – I

1. The heights of 20 people from each of four sections of a choir are listed in the table below. The soprano and alto members of the choir are women and the tenor and bass members are men.

Singer Heights (in)			
Soprano	Alto	Tenor	Bass
64	65	69	72
62	62	72	70
66	68	71	72
65	67	66	69
60	67	76	73
61	63	74	71
65	67	71	72
66	66	66	68
65	63	68	68
63	72	67	71
67	62	70	66
65	61	65	68
62	66	72	71
65	64	70	73
68	60	68	73
65	61	73	70
63	66	66	68
65	66	68	70
62	66	67	75
65	62	64	68

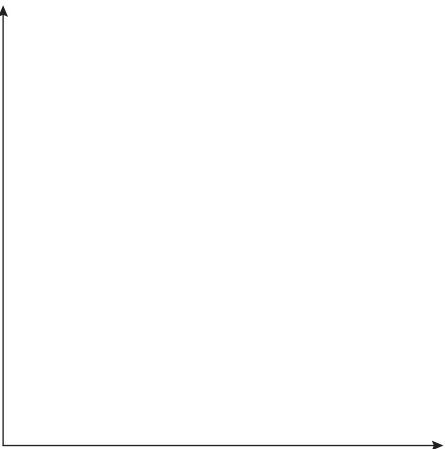
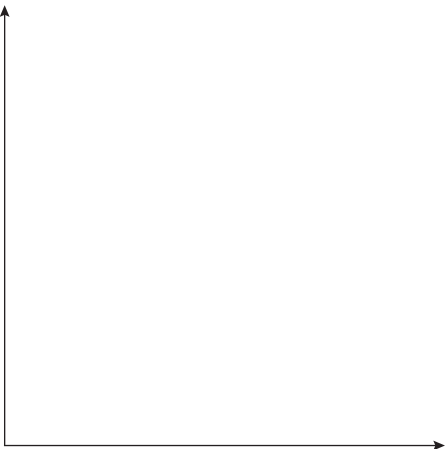
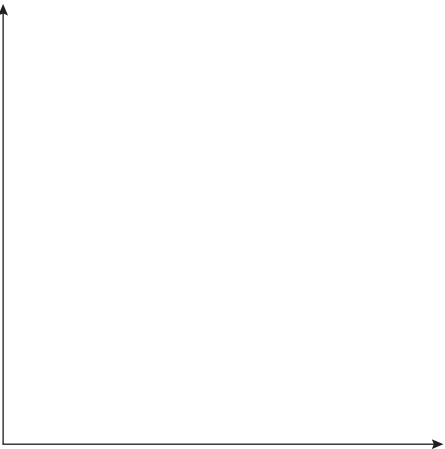
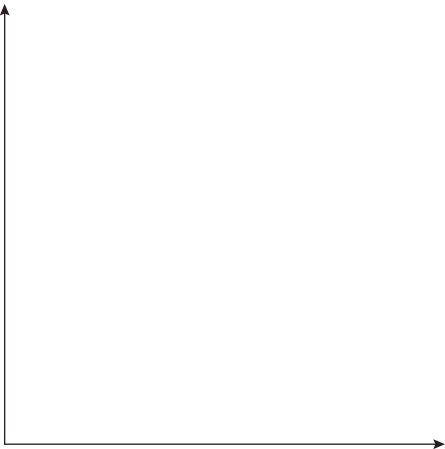
source: <http://lib.stat.cmu.edu/DASL/Datafiles/Singers.html>

- a. Describe any patterns you see in the table.

b. Make a frequency distribution table showing each section separately.

Singer Heights (in)				
Height	Soprano	Alto	Tenor	Bass

c. Use the axes provided to sketch a histogram for each section of singers.



d. Compare the distribution of heights for the four sections.

e. Predict how the mean and standard deviation for the four sections will compare. Use technology to determine the mean and standard deviation of each choir section to check your predictions.

2. Make four data sets of 10 points each to complete the table.

Large μ Large σ	Large μ Small σ	Small μ Large σ	Small μ Small σ

3. Obi is researching cell phone use. He collected the following data from his classmates.

Number of cell phones in household	Frequency
0	5
1	4
2	7
3	12
4	17
5	9
6	2
7	0
8	1

- a. Use technology to determine the mean and standard deviation of the data.
- b. Suppose the new student joins the class. Describe how the mean and standard deviation would change if the new student's household has

- i. 3 cell phones

- ii. 8 cell phones

- c. Could you have answered parts a. and b. if the survey information was presented as follows? Explain.

Number of cell phones in household	Relative Frequency (%)
0	9
1	7
2	12
3	21
4	30
5	16
6	4
7	0
8	2

4. The coach of a basketball team has two players for the centre position. The coach has determined the following information from previous games in the season.

	Mark	André
Mean number of points per game	22.1	21.6
Standard deviation of points per game	4.6	1.4

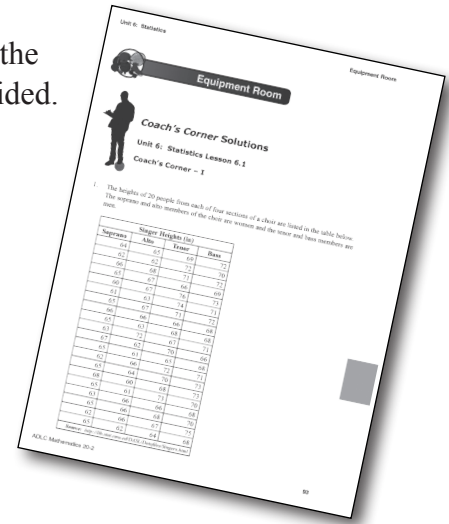
- a. Explain how the two players compare.

- b. Describe a scenario where the coach would pick each player.

Please go to the *Equipment Room* to check your solutions before proceeding to *Game On!*, on the next page of this *Workbook*.

After you have assessed your work, reflect on your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.

Question Number	Got it!	Almost there...	Need to retry or ask for help.
1			
2			
3			
4			



Note: Before you complete *Game On!*, you may review your skills and get more practice by completing the following problems in *Principles of Mathematics 11*.

- Page 240, #2 and 3
- Page 250, #2, 3, 4, and 5
- Page 261, #3, 4, 5, and 11

Check your work in *Strengthening and Conditioning*.

