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| **LG #** | **L211** | **Standards:** | **S-CP.1.4, S-CP.1.5** |
| **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard.****The student will be able to:*** Create a situation in which a two way table is an appropriate model.
* Design a game that is fair and a game that is unfair.

**No major errors or omissions regarding the score 4.0 content.** |
| **3.5** | In addition to 3.0, in-depth inferences and applications with partial success. |
| **3.0** | **Students will be able to understand independence and conditional probability and use the rules of probability to compute and interpret data in a probability model.****The student will be able to:*** Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. (S-CP.1.4)
* Explain the concepts of conditional probability and independence in everyday language and everyday situations.(S-CP.1.5)

**No major errors or omissions regarding the score 3.0 content (simple or complex).** |
| **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content. |
| **2.0** | **The student recognizes and describes specific terminology such as:**

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| --- | --- | --- |
| * Subset
 | * Mutually Exclusive
 | * Dependent
 |
| * Sample Space
 | * Probability
 | * Conditional Probability
 |
| * Event
 | * Independent
 | * Two-Way Table
 |
| * Addition Rule
 |  |  |

**The student will be able to:*** Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. (S-CP.1.4)
* Recognize the concepts of conditional probability and independence in everyday language and everyday situations.(S-CP.1.5)
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| **1.5** | Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content. |
| **1.0** | With partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| **0.5** | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| **0.0** | Even with help, no understanding or skill is demonstrated |