

INTERVENTION

Repeated Trials, Variation in Results

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

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Progress Sheet [page 3](#)



Repeated Trials, Variation in Results

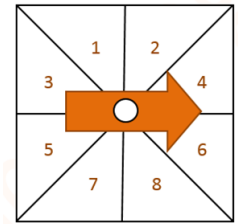
(Statistics and Probability 11)

RESOURCES: spinner, ruler, pencil, paper / Maths book

Conduct a chance experiment, recording the possible outcomes and the results in a table.

**I will spin the arrow 20 times.
I will record the number the arrow stops at each time using a tally mark in the column of a table.**

1		
2		
3		
4		
5		
6		
7		
8		



Repeat the experiment, recording the results in the table.

Did you get the same results with each experiment?

Why?

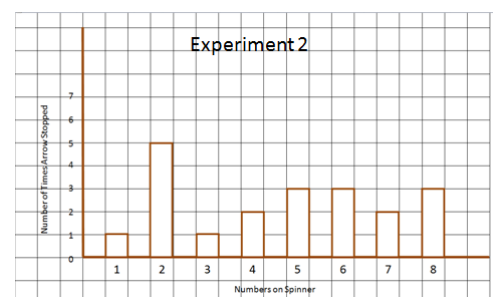
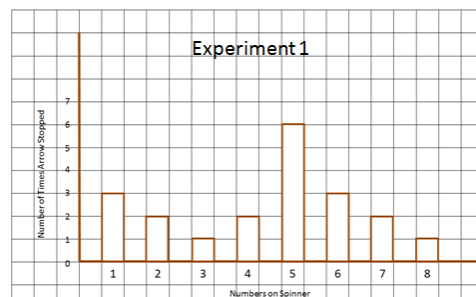
	Experiment 1	Experiment 2
1		
2		
3		
4		
5		
6		
7		
8		

I did not get the same results in each experiment because every time I spin the arrow there is an equal chance that it could stop at any number.

If we repeated the experiment again, would we get the same results or different results? Why?

I would not get the same results if I repeat the experiment because every time I spin the arrow there is an equal chance that it could stop at any number.

Record the results in column graphs.



Ask and answer questions about the data:

Which number was the arrow most likely to stop at in Experiment 1?

Which number was the arrow most likely to stop at in Experiment 2?

Reflection: How can we repeat chance experiments, explaining variations in results?

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
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Independent or with support?									