

## Assessed Work cover sheet

### Standard 26626: Interpret statistical information for a purpose Level 1, Credits 3, Version 5

This cover sheet **must** accompany each learner's evidence submitted for national external moderation.

Learner: \_\_\_\_\_ Education organisation: \_\_\_\_\_



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Outcome 1: Interpret statistical information for a purpose.

Clearly label the specific pieces of learner evidence that support the assessment decision.	Date(s) evidence was generated	Each activity has a real, applied & useful purpose	Conclusion(s) drawn for each activity is/are:		Record the general feature(s) used by the learner to underpin the conclusion for each purpose: e.g. mean, trend, etc
Clearly identify: <ul style="list-style-type: none"> <li>the activity from which the evidence was generated, and</li> <li>the <b>purpose</b> for which the statistical information is interpreted</li> </ul>			based on statistical information provided	appropriate & reasonable in terms of purpose and information	
1					
2					
3					
4					

Notes: Insert extra rows if needed. Refer to page 2 of this cover sheet for **judgement statements** for standard 26626.

**Attestation:** I attest that: the information given in this cover sheet is accurate; the learner produced the evidence him/herself, without undue assistance; the evidence was not generated from one-off assessment events designed specifically for the purpose of assessing this standard.

**Overall result:** (tick one)

**Achieved** - I am satisfied that the learner has demonstrated an ongoing transferable competency **against the standard as a whole** as per unit standard requirements.

**Not achieved** - The learner has not yet demonstrated an ongoing transferable competency against the standard as a whole as per unit standard requirements.

**Assessor:** Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Judgement statements / Checklist for portfolio evidence collection

### Standard 26626: Interpret statistical information for a purpose

Level 1, Credits 3, Version 5

Standard requirements	Check that:	✓/x or Yes/No
Outcome 1	evidence has been generated from at least <b>three</b> separate activities	
Guidance Information (GI) 2	evidence was naturally occurring – it was not generated from one-off assessment events designed specifically for the assessment of this standard	
GI 5 and Outcome 1	each activity had a <b>clear real, applied and useful purpose</b> , which was appropriate to generate a conclusion	
GI 5 and Outcome 1	in each activity, the learner has independently selected and interpreted the appropriate general feature(s) for a purpose, and drawn a statistically valid conclusion	
Outcome 1 and Performance criteria (PC) 1.1	in total, across the portfolio, the learner has drawn three valid conclusions, each for a different purpose	
PC 1.1	for each activity, the conclusion(s) drawn are based on the statistical information provided	
PC 1.2	for each activity, the conclusion(s) drawn are appropriate and reasonable (statistically valid) in terms of the statistical information provided <b>and</b> the purpose	
PC 1.3 and GI 5	in total, across the portfolio, the learner has selected and used at least <b>four appropriate different</b> general features of the data set(s) to underpin the conclusions	
	the general features used could include (but are not limited to):	
	<ul style="list-style-type: none"> <li>• <b>measures of centre</b></li> <li>• <b>measures of spread</b></li> <li>• <b>trends</b></li> <li>• <b>unusual features</b></li> </ul>	
	the learner has used an appropriate general feature(s) in their explanation/justification for each conclusion, and each conclusion has been underpinned by at least one appropriate general feature	
GI 6	any technology used has not prevented the learner from meeting the title, purpose, outcome, and requirements of the standard	
GI 3	the learner's portfolio as a whole reflects (or exceeds) the demands of <b>step/koru 5</b> of the <i>Reason Statistically</i> strand of the Learning Progressions for Adult Numeracy	
Title and GI 3	the learner has demonstrated an ongoing transferable competency against the unit standard <b>as a whole</b> – interpreting statistical information for a purpose – over a period of at least one month	
Moderation submission requirements	if the <b>purpose</b> for which statistical information has been interpreted in each activity is not recorded on the learner evidence, it has been <b>recorded</b> on this cover sheet.	