

Title	Interpret statistical information for a purpose		
Level	1	Credits	3

Purpose	This is a unit standard to assess aspects of numeracy. People credited with this unit standard are able to interpret statistical information for a purpose. They will be able to identify the features of a data set and draw reasonable conclusions based on provided material.
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Classification	Core Generic > Work and Study Skills
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Available grade	Achieved
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Explanatory notes

- 1 For the purposes of this unit standard, *numeracy* is defined as: the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

Numeracy standards are not the same as mathematics standards.

This is one of three unit standards for numeracy. The other two are:

- Unit 26623, *Use number to solve problems*
- Unit 26627, *Use measurement to solve problems*.

- 2 This unit standard must be assessed on the basis of naturally occurring evidence from real contexts. Therefore assessment for this unit standard must not be one-off assessment events designed specifically for this purpose.

Naturally occurring evidence must be derived from activities within a learning programme and/or from a candidate's actual work performance and/or everyday life. It is important the candidate is made aware that evidence of competence may be gathered while undertaking their study or work and that this does not create undue stress for them. The assessor must be satisfied that the naturally occurring evidence can be attributed to the candidate. Naturally occurring evidence may take the form of a portfolio where the evidence has been verified. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the candidate's performance.

Real contexts are part of the candidate's everyday life and may include their classroom, their workplace, and other contexts.

Evidence gathered from:

- a candidate's classroom may be sourced from different subjects or courses, or from different topics or aspects of the same course

- a candidate's workplace may be sourced from an employment focus (i.e. relating to employment documentation and conditions) or from a job-performance focus (i.e. regular work tasks)
 - other contexts may be sourced from a candidate's involvement with family, sport, leisure, or community.
- 3 The assessor must be satisfied that the candidate has demonstrated an ongoing transferable competency against the unit standard as a whole, over a period of at least one month. The candidate must use skills at or above koru/step 5 of the *Reason Statistically* strand of the *Learning Progressions for Adult Numeracy* available at <http://www.literacyandnumeracyforadults.com/>.
- 4 The statistical information provided must be in a real context for the candidate and may be presented as a list, table, graph(s), diagram(s), picture(s), or text.
- 5 Candidates are not required to collect their own data or calculate the general features of a data set. This unit standard assesses statistical interpretation skills (not a statistical investigation). Candidates must independently select and interpret the appropriate general feature(s) of the data set for a real, applied and useful purpose which is set in a specific context.
- 6 Calculators, computers, or other appropriate technology, are permitted for assessment for this unit standard.
- 7 Competence can be demonstrated orally, visually (graphs or tables), or in a written form.

Outcomes and evidence requirements

Outcome 1

Interpret statistical information for a purpose.

Range evidence is required from interpretations for three different purposes across three activities.

Evidence requirements

1.1 Conclusions are drawn based on evidence from the statistical information.

1.2 The conclusions drawn are appropriate and reasonable in terms of the information provided and the purpose.

1.3 The conclusions drawn use appropriate general features of the data set.

Range general features may include but are not limited to – measures of centre, measures of spread, trends, unusual features;
 measures of centre may include but are not limited to – mean, median, mode;
 unusual features may include but are not limited to – extreme values;
 evidence of four different general features is required, in total.

Planned review date	31 December 2017
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 2010	31 December 2014
Revision	2	15 January 2014	N/A
Rollover	3	21 May 2015	N/A

Consent and Moderation Requirements (CMR) reference	0023
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.