

Name: _____

Date: _____

Scatter Plot Money Story

GRADE 8

MATHEMATICS

D1.4

Build a story from bivariate data. Use table evidence and scatter-plot interpretation, not guesses.

PART A: SCATTER PLOT LANGUAGE

Match each phrase to the best interpretation.

- | | | |
|---|-------|--|
| 1. Points trend upward left to right | _____ | A Improves clarity and validity |
| 2. Points trend downward left to right | _____ | B Source data for scatter plot |
| 3. Points show no clear direction | _____ | C Negative association |
| 4. A point far from the overall cluster | _____ | D Positive association |
| 5. Table with week, earned, and spent columns | _____ | E Improves infographic honesty |
| 6. Add a title, axis labels, and units | _____ | F Weak or no association |
| 7. Explain one limitation of the data set | _____ | G Outlier |

PART B: INTERPRET THE DATA

8. Weekly data (earned, spent): (40,22), (50,30), (60,35), (70,46), (80,52). Describe the association and one reasonable takeaway.

SHOW YOUR WORK

Answer: _____

9. New point (55,5) appears in the same data set. How does this point affect interpretation?

SHOW YOUR WORK

Answer: _____

10. For an infographic, what table columns should be shown beside the scatter plot to support transparency?

SHOW YOUR WORK

Answer: _____

PART C: INFOGRAPHIC DRAFT

11. Draft the core of an infographic using a bivariate classroom economy data set: title, source line, table columns, scatter-plot question, and one evidence-based claim.

SHOW YOUR WORK

Scatter Plot Money Story

ANSWER KEY

1. D — Positive association
2. C — Negative association
3. F — Weak or no association
4. G — Outlier
5. B — Source data for scatter plot
6. A — Improves clarity and validity
7. E — Improves infographic honesty
8. Positive association; as earnings rise, spending also tends to rise.
9. It is an outlier with unusually low spending for that earning level, so trend interpretation should mention this exception.
10. At minimum: time interval, earned amount, spent amount, and source/date range.
11. Answers vary. Check for a clear bivariate question, traceable source, and claim supported by plotted pattern.

TEACHER NOTES

Use real weekly transaction aggregates where possible. Emphasize that association claims must be modest and evidence-based.