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## Developing levels of statistical literacy – introduction

Descriptive statistics has been taught in secondary education for 15 years in Hungary. As the results of the Mathematics school leaving exams show, it is a popular and successful topic for Hungarian students (among those who take the intermediate level school leaving exam) (Csapodi & Koncz 2016). My main interest is the statistical literacy of students: the methods they use when solving problems connected to statistics; if they become critical regarding the calculated results, able to reason and pose questions. Statistical skills are becoming increasingly important for being able to make adequate decisions as a patient, a consumer or a citizen as well (Schiller & Engel 2018).

In March 2019, a pilot study was made in Szerb Antal Secondary School, Budapest. 111 12<sup>th</sup> grade students and their teachers were involved. I aimed to explore the students' statistical knowledge by the end of grade 12.

As the next step of my research I proposed to define the levels of statistical literacy based on Watson's hierarchy (Watson, 2017) by taking into account the characteristics of today's Hungarian public education. In the process of developing the levels a former model of statistical literacy (Gal, 2002) provides a point of reference through going over the components of the literacy such as knowledge and dispositional elements. I would like to introduce the initial steps of this process, through the basic conception of developing the framework.

## References

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