

# DesCartes: A Continuum of Learning®

## Mathematics

Goal: Statistics and Probability

**RIT Score Range:** < 161  
**Statements Last Updated:** Mar 10, 2014

Skills and Concepts to Develop (50% Probability*) < 161	Skills and Concepts to Introduce (27% Probability*) 161 - 170
Interpreting Categorical and Quantitative Data	Interpreting Categorical and Quantitative Data
<ul style="list-style-type: none"> <li>• Reads a simple pictograph - comparisons (e.g., largest smallest, most often, least often)</li> </ul>	<ul style="list-style-type: none"> <li>• Reads a chart or table - numbers</li> <li>• Reads a simple pictograph - comparisons (e.g., largest smallest, most often, least often)</li> <li>• Displays data appropriately - bar graph - scale is 1 to 1</li> <li>• Reads a simple bar graph - comparisons (e.g., largest, smallest, most often, least often)</li> <li>• Compares data from simple graphs (e.g., largest, smallest, most often, least often)</li> </ul>
Using Sampling and Probability to Make Decisions	Using Sampling and Probability to Make Decisions
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> dollar, longest, shortest
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> = is equal to

### Explanatory Notes

\* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.