

Skills and Concepts to Enhance (73% Probability*) 161 - 170	Skills and Concepts to Develop (50% Probability*) 171 - 180	Skills and Concepts to Introduce (27% Probability*) 181 - 190
<p>Interpreting Categorical and Quantitative Data</p> <ul style="list-style-type: none"> • Reads a chart or table - numbers • Reads a simple pictograph - comparisons (e.g., largest smallest, most often, least often) • Displays data appropriately - bar graph - scale is 1 to 1 • Reads a simple bar graph - comparisons (e.g., largest, smallest, most often, least often) • Compares data from simple graphs (e.g., largest, smallest, most often, least often) 	<p>Interpreting Categorical and Quantitative Data</p> <ul style="list-style-type: none"> • Reads a chart or table - comparisons • Reads a chart or table - numbers • Interprets simple graphs or tables • Reads a simple pictograph - comparisons (e.g., largest smallest, most often, least often) • Solves simple problems based on data from pictographs • Reads a simple bar graph - comparisons (e.g., largest, smallest, most often, least often) • Reads a simple bar graph - numbers (e.g., how many) • Solves simple problems based on data from bar graphs • Compares data from simple graphs (e.g., largest, smallest, most often, least often) 	<p>Interpreting Categorical and Quantitative Data</p> <ul style="list-style-type: none"> • Interprets simple graphs or tables • Interprets a chart or table - calculation required • Reads and interprets data from a pictograph • Solves simple problems based on data from pictographs • Reads a simple bar graph - comparisons (e.g., largest, smallest, most often, least often) • Reads a simple bar graph - numbers (e.g., how many) • Reads and interprets data from a bar graph • Interprets a simple bar graph - calculation required • Solves simple problems based on data from bar graphs
<p>Using Sampling and Probability to Make Decisions</p>	<p>Using Sampling and Probability to Make Decisions</p>	<p>Using Sampling and Probability to Make Decisions</p> <ul style="list-style-type: none"> • Investigates probability of more likely or less likely using a spinner • Investigates probability of more likely or less likely with objects hidden in containers
<p><i>New Vocabulary:</i> dollar, longest, shortest</p>	<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> lowest</p>
<p><i>New Signs and Symbols:</i> = is equal to</p>	<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> \$ dollar sign</p>

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.