

Skills and Concepts to Enhance (73% Probability*) 181 - 190	Skills and Concepts to Develop (50% Probability*) 191 - 200	Skills and Concepts to Introduce (27% Probability*) 201 - 210
Interpreting Categorical and Quantitative Data <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 	Interpreting Categorical and Quantitative Data <ul style="list-style-type: none"> • Interprets a chart or table - calculation required • Reads and interprets data from a pictograph • Interprets a pictograph - calculation required • Reads and interprets data from a bar graph • Reads and interprets dual bar graphs • Interprets a simple bar graph - calculation required • Describes a trend in the data 	Interpreting Categorical and Quantitative Data <ul style="list-style-type: none"> • Solves problems using pictographs • Organizes data to create simple bar graphs • Solves problems using bar graphs • Solves problems using dual bar graphs • Determines the middle value (median) from a simple set of data • Draws conclusions from data - bar graphs • Describes a trend in the data
Using Sampling and Probability to Make Decisions <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 	Using Sampling and Probability to Make Decisions <ul style="list-style-type: none"> • Investigates probability of more likely or less likely using a spinner 	Using Sampling and Probability to Make Decisions <ul style="list-style-type: none"> • Recognizes events that are certain, likely, unlikely, possible, or impossible • Uses the concept of chance to determine the likelihood of an event • Determines all possible outcomes • Determines the probability for a simple experiment using one or more coins • Determines the probability for a simple experiment using objects - must determine size of sample space
<i>New Vocabulary:</i> lowest	<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> bar graph, chance, median, probability, random
<i>New Signs and Symbols:</i> \$ dollar sign	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None

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.