

Skills and Concepts to Enhance (73% Probability*) 191 - 200	Skills and Concepts to Develop (50% Probability*) 201 - 210	Skills and Concepts to Introduce (27% Probability*) 211 - 220
<b>Interpreting Categorical and Quantitative Data</b> <ul style="list-style-type: none"> <li>• Interprets a chart or table - calculation required</li> <li>• Reads and interprets data from a pictograph</li> <li>• Interprets a pictograph - calculation required</li> <li>• Reads and interprets data from a bar graph</li> <li>• Reads and interprets dual bar graphs</li> <li>• Interprets a simple bar graph - calculation required</li> <li>• Describes a trend in the data</li> </ul>	<b>Interpreting Categorical and Quantitative Data</b> <ul style="list-style-type: none"> <li>• Solves problems using pictographs</li> <li>• Organizes data to create simple bar graphs</li> <li>• Solves problems using bar graphs</li> <li>• Solves problems using dual bar graphs</li> <li>• Determines the middle value (median) from a simple set of data</li> <li>• Draws conclusions from data - bar graphs</li> <li>• Describes a trend in the data</li> </ul>	<b>Interpreting Categorical and Quantitative Data</b> <ul style="list-style-type: none"> <li>• Solves problems using pictographs</li> <li>• Solves problems using bar graphs</li> <li>• Reads and interprets data in scatter plots</li> <li>• Reads and interprets data in line plots</li> <li>• Determines the average (mean) of a simple set of data</li> <li>• Solves simple problems involving mean</li> <li>• Determines the middle value (median) from a simple set of data</li> <li>• Predicts from plotted data</li> <li>• Describes a trend in the data</li> </ul>
<b>Using Sampling and Probability to Make Decisions</b> <ul style="list-style-type: none"> <li>• Investigates probability of more likely or less likely using a spinner</li> </ul>	<b>Using Sampling and Probability to Make Decisions</b> <ul style="list-style-type: none"> <li>• Recognizes events that are certain, likely, unlikely, possible, or impossible</li> <li>• Uses the concept of chance to determine the likelihood of an event</li> <li>• Determines all possible outcomes</li> <li>• Determines the probability for a simple experiment using one or more coins</li> <li>• Determines the probability for a simple experiment using objects - must determine size of sample space</li> </ul>	<b>Using Sampling and Probability to Make Decisions</b> <ul style="list-style-type: none"> <li>• Determines all possible outcomes</li> <li>• Determines the probability for a simple experiment using one die</li> <li>• Determines probability from a real-world situation - number of possible outcomes given</li> <li>• Determines the probabilities for a simple experiment using a frequency table - must determine size of sample space</li> <li>• Determines probability when drawing objects from containers - must determine size of sample space</li> <li>• Modifies sample space to change the probability of an event</li> <li>• Determines the complement of a simple event</li> <li>• Determines the possible outcomes for a simple probability experiment using spinners</li> <li>• Determines the number of possible combinations of given items</li> <li>• Predicts the sample space, based on the outcome of an experiment - tally sheet</li> <li>• Uses systematic lists to represent problems</li> </ul>
<i>New Vocabulary:</i> None	<i>New Vocabulary:</i> bar graph, chance, median, probability, random	<i>New Vocabulary:</i> fastest, fitted line, mean, number cube, outcome, scatter plot
<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> None	<i>New Signs and Symbols:</i> { } set notation, lb pound, P( ) probability, % percent

#### 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.