

Skills and Concepts to Enhance (73% Probability*) 251 - 260	Skills and Concepts to Develop (50% Probability*) > 260
<p><b>Interpreting Categorical and Quantitative Data</b></p> <ul style="list-style-type: none"> <li>• Interprets the meaning of slope and intercepts in problem solving situations</li> <li>• Reads and interprets interquartile range in box-and-whisker plots</li> <li>• Solves complex problems involving mean</li> <li>• Identifies outliers on a data display (e.g., uses interquartile range to identify outliers on a box-and-whisker plot)</li> <li>• Computes and compares mean, median, mode, and range in simple examples to demonstrate that they may differ for a given set of data</li> </ul>	<p><b>Interpreting Categorical and Quantitative Data</b></p> <ul style="list-style-type: none"> <li>• Reads and interprets interquartile range in box-and-whisker plots</li> <li>• Identifies outliers on a data display (e.g., uses interquartile range to identify outliers on a box-and-whisker plot)</li> </ul>
<p><b>Using Sampling and Probability to Make Decisions</b></p> <ul style="list-style-type: none"> <li>• Determines the probabilities of complex compound events (independent)</li> <li>• Uses random sampling techniques</li> </ul>	<p><b>Using Sampling and Probability to Make Decisions</b></p> <ul style="list-style-type: none"> <li>• Determines the probabilities of compound events (dependent)</li> </ul>
<p><i>New Vocabulary:</i> None</p>	<p><i>New Vocabulary:</i> None</p>
<p><i>New Signs and Symbols:</i> None</p>	<p><i>New Signs and Symbols:</i> None</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.