|  |  |  |  |
| --- | --- | --- | --- |
| **Reading and Interpreting Dot Plots and Bar Graphs** **Behaviours/Strategies** | | | |
| 1. Student looks at graphs, but does not know where to start. | 1. Student reads dot plot, but counts one dot twice or mixes up the number word sequence.   “1, 2, 4, 5” | 1. Student looks at bar graph, but   struggles to read data (e.g., counts instead of using scale). | 1. Student reads displays, but   struggles to interpret data. |
| **Observations/Documentation** | | | |
|  |  |  |  |
|  |  |  |  |
| 1. Student reads displays, but   struggles to interpret data to  answer “how many” questions. | 1. Student reads displays, but   struggles to interpret data to  answer comparison questions  (e.g., how many more/less). | 1. Student reads and interprets   displays by noting how many  more/less than other categories,  but struggles to determine  whether graphs show same data. | 1. Student successfully interprets   displays by noting how many  more/less than other categories  and determines whether graphs  show same data. |
| **Observations/Documentation** | | | |
|  |  |  |  |