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| **Reading and Interpreting Line Plots and Bar Graphs** **Behaviours/Strategies** | | | |
| 1. Student looks at graphs, but does not know where to start. | 1. Student reads line plot, but counts one X 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** | | | |
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| 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,  determines whether graphs  show same data, and makes inferences about the data. |
| **Observations/Documentation** | | | |
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