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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 toanswer “how many” questions. | 1. Student reads displays, but

struggles to interpret data toanswer comparison questions(e.g., how many more/less). | 1. Student reads and interprets

displays by noting how manymore/less than other categories,but struggles to determinewhether graphs show same data. | 1. Student successfully interprets

displays by noting how manymore/less than other categoriesand determines whether graphsshow same data. |
| **Observations/Documentation** |
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