

# Skills Progression Matrix

**Student Name:** \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_

**Student Project ID#** \_\_\_\_\_

**Content Area:** Mathematics      **Strand:** Probability and Statistics      **Grade Band:** 3–5

**Reporting Period** (circle):      November      February      May

For the reporting period, indicate which of the skills/subskills your student can complete by placing a check in the column that describes the nature of the evidence. Indicate the level of support required using the codes listed below. If a student uses more than one level of support, indicate the most “intrusive” level. **Only complete the unshaded cells, but be sure to fill in the blanks in the left-hand column as appropriate.**

Nature of Evidence (i.e., How do you know?)	Level of Support	
1 = Based on records from previous teacher(s)	I= Independent	G= Gestural
2 = Observation as part of instructional activity	V= Verbal	PP=Partial Physical
3 = Assessed and recorded using a data collection sheet	VI= Visual	FP= Full Physical
4 = Assessed and have student work sample		

<b>This student can...</b>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
Attend to the development of a graph (teacher develops the graphic)					
<i>Graphic made from objects</i>					
<i>Graphic made from pictures</i>					
<i>Bar graph</i>					
Differentiate graphic displays from non-graphic displays					
Participate in using questions to acquire data					
<i>Using teacher-made questions</i>					
<i>Using student-selected questions from set</i>					
<i>Using student-created questions</i>					
Identify parts of a tally chart (check all that apply)					
<i>Title</i>					
<i>Data</i>					
Identify parts of a graph (note type of graph) Check all the types of graphs for which the student can identify the three features listed below ___ bar graphs ___ line graphs ___ pictographs ___ circle graphs					
<i>Title</i>					
<i>Label</i>					
<i>Data</i>					
Identify parts of a table					
<i>Title</i>					
<i>Headings</i>					
<i>Data</i>					
Interpret data from a graph (e.g., answer questions about "how many")					

<b>This student can...</b>	<b>Nature of Evidence</b> (check all that apply)				<b>Level of Support</b> (write in)
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<p>Indicate as specifically as possible the types of data the student is able to interpret from graphs. Additionally, note the types of graphs for which the student is able to generate these interpretations.</p>					