

# Standards

## Printer Friendly Version

- Subject Area

### [CC.2: Mathematics](#)

- Standard Area

### [CC.2.4: Measurement, Data and Probability](#)

- Grade Level

### [CC.2.4.3: GRADE 3](#)

- Standard

### [CC.2.4.3.A.4: Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.](#)

- Assessment Anchor

### [M03.D-M.2: Represent and interpret data.](#)

- Anchor Descriptor

### [M03.D-M.2.1: Organize, display, and answer questions based on data.](#)

- Eligible Content

[M03.D-M.2.1.1: Complete a scaled pictograph and a scaled bar graph to represent a data set with several categories \(scales limited to 1, 2, 5, and 10\).](#)

- Alternate Eligible Content

### [M03.D-M.2.1.1a: Add information to a pictograph, line plot, or bar graph.](#)

[Alternate Eligible Content is designed for students assessed using the PA Alternate System of Assessment \(PASA\). Essentialized Example resources assist teachers in designing instruction that reduces content complexity while maintaining alignment to academic standards.](#)

- Eligible Content

[M03.D-M.2.1.2: Solve one- and two-step problems using information to interpret data presented in scaled pictographs and scaled bar graphs \(scales limited to 1, 2, 5, and 10\). Example 1: \(One-step\) “Which category is the largest?” Example 2: \(Two-step\) “How many more are in category A than in category B?”](#)

- Eligible Content

[M03.D-M.2.1.3: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Display the data by making a line plot, where the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.](#)

- Eligible Content

[M03.D-M.2.1.4: Translate information from one type of display to another. Limit to pictographs, tally charts, bar graphs, and tables. Example: Convert a tally chart to a bar graph.](#)