

Interpreting Pictographs Behaviours/Strategies		
1. Student looks at pictographs, but does not know where to start.	2. Student reads pictographs, but counts one picture twice or mixes up the number word sequence. “1, 2, 3, 5, 6”	3. Student reads pictographs, but struggles to interpret data to answer “how many” questions.
Observations/Documentation		
4. Student reads pictographs, but struggles to interpret data to answer comparison questions (e.g., how many more/less). “How do I know how many more children go to art class on Thursdays?”	5. Student reads pictographs and interprets displays by noting how many more/less than other categories, but struggles to use math language when making comparisons.	6. Student successfully reads pictographs and interprets displays by noting how many more/less than other categories and uses math language to make comparisons.
Observations/Documentation		