

# Master 13: Activity 4 Assessment

## Bridging Tens

Counting On and Counting Back Behaviours/Strategies												
<p>Student begins with start number, but omits numbers when saying number name sequences forward and backward.</p> <p>“11, 12, 14, 16, 17, 18”</p>	<p>Student begins with start number, but mixes up the order when saying number name sequences forward and backward.</p> <p>“11, 12, 14, 13, 15, 16”</p>	<p>Student says the number name sequences forward and backward from a given number and relies on the hundred chart or class number line.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td> </tr> </table> <p>“24, 25, 26, 27, 28, 29”</p>	21	22	23	24	25	26	27	28	29	30
21	22	23	24	25	26	27	28	29	30			
Observations/Documentation												
<p>Student says the number name sequences forward and backward from a given number, but struggles to bridge tens.</p> <p>“Eight, nine, ten, ten-one, ten-two”</p>	<p>Student says the number name sequences forward and backward from a given number and successfully bridges tens, but does not recognize patterns in the number name sequence.</p> <p>“I don’t see any patterns.”</p>	<p>Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens.</p>										
Observations/Documentation												