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| **Skip-Counting Forward Behaviours/Strategies** | | |
| 1. Student fluently counts forward by 1s from   a given number, but struggles to skip-count. | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n01_a02_t01_blm.jpStudent draws lines to join   the numbers, but mixes up  the numbers in the  skip-counting sequence. | 1. Student fluently skip-counts by 2s and 10s, but has difficulty skip-counting by 25s.   “I find it hard to count by 25s.” |
| **Observations/Documentation** | | |
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| 1. Student skip-counts by 2s and 10s,   but struggles when the start number is  a multiple of 2 or 10. | 1. Student fluently skip-counts by 20s, 25s, and 50s, but struggles to notice and explain patterns in the skip-counting numbers.   “I don’t see patterns in the numbers.” | 1. Student fluently skip-counts by 20s. 25s. and 50s, and notices and explains patterns in the skip-counting numbers. |
| **Observations/Documentation** | | |
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