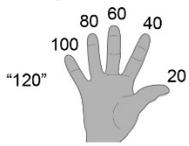


# Master 17: Activity 4 Assessment

## Counting: Consolidation

Counting On and Back Behaviours/Strategies													
<p>1. Student uses correct start number, but omits numbers or mixes up the order when saying the number name sequences forward and backward.</p> <p>“11, 12, 14, 16, 17”</p>	<p>2. Student says the number name sequences forward and backward from a given number, but relies on the hundred chart.</p> <table border="1" style="margin: 0 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	<p>3. Student says number name sequences forward and backward from a given number, but struggles to bridge tens or hundreds.</p> <p>“Ninety-nine, one-ten, one-eleven”</p>	<p>4. Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens and hundreds.</p>
21	22	23	24	25	26	27	28	29	30				
Observations/Documentation													
Skip-Counting Forward Behaviours/Strategies													
<p>1. Student uses correct start number, but mixes up the numbers or omits numbers when skip-counting forward by 2s or 10s.</p> <p>“5, 15, 20, 30, 40”</p>	<p>2. Student skip-counts forward from 0, but struggles to skip-count forward from any number.</p> <p>“It is much easier to skip-count forward starting at 0.”</p>	<p>3. Student skip-counts forward by 20s, 25s, and 50s starting at 0, but uses fingers or the hundred chart to help.</p>  <p>“120”</p>	<p>4. Student fluently skip-counts forward within 1000 by 2s and 10s from any number and by 20s, 25s, and 50s from 0.</p> <p>“325, 335, 345, 355, 365, 375”                      “0, 50, 100, 150, 200, 250, 300”                      “0, 25, 50, 75, 100, 125, 150”</p>										
Observations/Documentation													