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| **Skip-Counting Forward** **Behaviours/Strategies** | | | |
| 1. Student enters numbers into   calculator, but struggles to  skip-count by 2s and 10s and mixes up the numbers or omits numbers in the skip-counting sequence.  “10, 20, 40, 50, 70” | 1. Student skip-counts by 2s and 10s, but struggles when the start   number is not a multiple of  the number.  “3, 10, 20, 30, ...” | 1. Student skip-counts by 2s and 10s from any given number, but uses fingers or hundred chart to help.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a03_t01_blm.jp | 1. Student fluently skip-counts by   2s and 10s from any  given number. |
| **Observations/Documentation** | |  | |
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