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| **Counting On and Back Behaviours/Strategies** | | | |
| 1. Student uses correct start number, but omits numbers or mixes up the order when saying the number name sequences forward and backward.   “11, 12, 14, 16, 17” | 1. Student says the number name   sequences forward and backward from a given number, but relies on the hundred chart. | 1. Student says number name sequences forward and backward from a given number, but struggles to bridge tens or hundreds.   “Ninety-nine, one-ten, one-eleven” | 1. Student says the number name   sequences forward and backward from a given number and uses number patterns to bridge tens and hundreds. |
| **Observations/Documentation** | | | |
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| **Skip-Counting Forward and Backward Behaviours/Strategies** | | | |
| 1. Student uses correct start number, but mixes up the numbers or omits numbers when skip-counting forward and backward by factors of 10.   “5, 10, 20, 25, 35” | 1. Student skip-counts forward by   factors of 10, but struggles to skip-count backward.  “It is much easier to skip-count  forward.” | 1. Student skip-counts forward and   backward by factors of 10, but uses fingers or the hundred chart to help. | 1. Student fluently skip-counts forward and backward by multiples of 5 (e.g., 5, 10, 20, 25, 50) to 200.   "80, 60, 40, 20, 0"  "50, 75, 100, 125, 150"  "200, 150, 100, 50, 0" |
| **Observations/Documentation** | | | |
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