

Master 20: Activity 5 Assessment

Counting: Consolidation

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"

2. Student says the number name sequences forward and backward from a given number, but relies on the hundred chart.

21	22	23	24	25	26	27	28	29	30
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"24, 25, 26, 27, 28, 29"

3. 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"

4. Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens and hundreds.

Observations/Documentation

Skip-Counting Forward and Backward Behaviours/Strategies

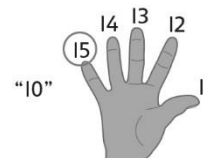
1. Student uses correct start number, but mixes up the numbers or omits numbers when skip-counting forward and backward by factors of 10.

"5, 10, 20, 25, 35"

2. Student skip-counts forward by factors of 10, but struggles to skip-count backward.

"It is much easier to skip-count forward."

3. Student skip-counts forward and backward by factors of 10, but uses fingers or the hundred chart to help.



4. 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