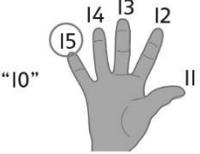


# Master 20: Activity 5 Assessment

## 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 and Backward Behaviours/Strategies													
<p>1. Student uses correct start number, but mixes up the numbers or omits numbers when skip-counting forward and backward by factors of 10.</p> <p>"5, 10, 20, 25, 35"</p>	<p>2. Student skip-counts forward by factors of 10, but struggles to skip-count backward.</p> <p>"It is much easier to skip-count forward."</p>	<p>3. Student skip-counts forward and backward by factors of 10, but uses fingers or the hundred chart to help.</p> 	<p>4. Student fluently skip-counts forward and backward by multiples of 5 (e.g., 5, 10, 20, 25, 50) to 200.</p> <p>"80, 60, 40, 20, 0"                      "50, 75, 100, 125, 150"                      "200, 150, 100, 50, 0"</p>										
Observations/Documentation													