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| **Skip-Counting with Objects** **Behaviours/Strategies** | | |
| 1. Student successfully counts by 1s, but struggles to partition into and skip-count by equal-sized units as he or she does not associate the skip-counting number with a quantity.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a01_t01_blm.jp | 1. Student partitions into and skip-counts by   equal-sized units to 10, but struggles to know  which number comes next.  “2, 4, 6, 8, 10, ?” | 1. Student partitions into and skip-counts by   equal-sized units, but mixes up the numbers in  the skip-counting sequence.  “10, 20, 40, 30, 50” |
| **Observations/Documentation** | | |
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| 1. Student partitions into and skip-counts by equal-sized units, but does not recognize that   the last counting number tells how many.  “10, 20, 30, 40, 50  I’m not sure how many there are.” | 1. Student partitions into and skip-counts by   equal-sized units, but does not recognize that  the results will be the same no matter how the  objects are counted.  “There were 50 when I counted by 2s.  I’m not sure how many there will be when  I count by 5s.” | 1. Student partitions into and skip-counts by   equal-sized units and recognizes that the results will be the same no matter how the objects are counted. |
| **Observations/Documentation** | | |
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