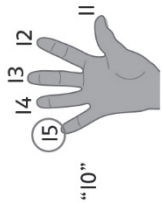


## Master 16a: Activity 5 Assessment

### 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.	2. Student says the number name sequences forward and backward from a given number, but relies on the hundred chart. <table border="1"><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> "24, 25, 26, 27, 28, 29"	21	22	23	24	25	26	27	28	29	30	3. Student says the number name sequences forward and backward from a given number, but struggles to bridge tens.  "Eight, nine, ten, ten-one, ten-two"	4. Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens.	
21	22	23	24	25	26	27	28	29	30					
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.   "10"	4. Student fluently skip-counts forward and backward by factors of 10.  "80, 70, 60, 50, 40" "60, 65, 70, 75, 80, 85" "50, 48, 46, 44, 42, 40"	
Observations/Documentation				



# Master 16b: Cluster Assessment

## Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can count on and back by 1s from a given number. <b>(Activities 1, 5)</b>									
Student can use number patterns to bridge tens when counting on and back by 1s. <b>(Activities 1, 5)</b>									
Student can skip-count forward by 2s, 5s, and 10s. <b>(Activities 2, 5)</b>									
Student can skip-count forward by 2s and 10s from any given number. <b>(Activity 3)</b>									
Student can skip-count backward by 2s, 5s, and 10s. <b>(Activities 4, 5)</b>									
Student can identify patterns in the skip-counting sequences. <b>(Activities 2, 3, 4, 5)</b>									
Student can identify errors or missing numbers in a skip-counting sequence. <b>(Activity 2, 3, 4, 5)</b>									

# Master 16c: Cluster Assessment

## Individual

Name: \_\_\_\_\_

	Not Observed	Sometimes	Consistently
Counts on and back by 1s from a given number. <b>(Activities 1, 5)</b>			
Uses number patterns to bridge tens when counting on and back by 1s. <b>(Activities 1, 5)</b>			
Skip-counts forward by 2s, 5s, and 10s. <b>(Activities 2, 5)</b>			
Skip-counts forward by 2s and 10s from any given number. <b>(Activity 3)</b>			
Skip-counts backward by 2s, 5s, and 10s. <b>(Activities 4, 5)</b>			
Identifies patterns in the skip-counting sequences. <b>(Activities 2, 3, 4, 5)</b>			
Identifies errors or missing numbers in a skip-counting sequence. <b>(Activities 2, 3, 4, 5)</b>			

Strengths:

Next Steps: