


Master 2: Intervention Activity 1 Assessment

Skip-Counting with Objects

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.  “Why do I count by 5s?”	2. 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, ?”	3. 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		
4. 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.”	5. 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.”	6. 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		

