



# Master 5: Intervention Activity 2 Assessment

## Skip-Counting Backward

Skip-Counting Backward Behaviours/Strategies																																										
1. Student takes away counters, but struggles to skip-count backward by factors of 10 (i.e., 2, 5) as he or she does not associate the skip-counting number with a quantity.	2. Student counts back by 1s instead of skip-counting backward by factors of 10. <table><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>16</td><td>17</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>18</td><td>19</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>20</td><td>20</td></tr></table> “19, 18, 17, 16, 15”	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	16	17	●	●	●	●	●	●	●	●	18	19	●	●	●	●	●	●	●	●	20	20	3. Student skip-counts backward by factors of 10, but does not recognize that the last counting number tells how many.  “I’ll count the number of counters left on the chart by 1s.”
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●	●	●	●	●	●	●	●	16	17																																	
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●	●	●	●	●	●	●	●	20	20																																	
Observations/Documentation																																										
4. Student skip-counts backward by factors of 10, but relies on the numbers shown on the chart. <table><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>15</td><td>16</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>17</td><td>18</td></tr><tr><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>●</td><td>19</td><td>20</td></tr></table> “20, 15”	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	15	16	●	●	●	●	●	●	●	●	17	18	●	●	●	●	●	●	●	●	19	20	5. Student skip-counts backward by factors of 10, but finds one sequence (2s or 5s) easier than the other.  “It’s harder to count back by 2s.”	6. Student fluently skip-counts backward by factors of 10 (i.e., 2, 5).  “20, 18, 16, 14, 12, 10, 8, 6, 4, 2, 0” “30, 25, 20, 15, 10, 5, 0”
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