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| **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. | 1. Student counts back by 1s instead of skip-counting backward by factors of 10.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a02_t01_blm.jp | 1. 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.” |
| **Observations/Documentation** | | |
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| 1. Student skip-counts backward by factors of 10, but relies on the numbers shown on the chart.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_nINT_a02_t02_blm.jp | 1. 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.” | 1. 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” |
| **Observations/Documentation** | | |
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