|  |
| --- |
| **Skip-Counting Forward Behaviours/Strategies** |
| 1. Student knows the number to skip-count by,

but struggles to thread the yarn through theholes (lacks fine-motor skills).  | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n01_a02_t01_blm.jpStudent threads the yarn through the holes, but mixes up the numbers in the skip-counting

sequence when skip-counting by factors of 10. | 1. Student fluently skip-counts by 2s and 10s, but has difficulty skip-counting by 5s.

“I find it hard to count by 5s.” |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n01_a02_t02_blm.jpStudent skip-counts by factors of 10 (e.g., 2, 5, 10), but struggles when the start number is a multiple of 2, 5, or 10.
 | 1. Student fluently skip-counts by factors of 10,

but struggles to notice and explain patterns inthe skip-counting numbers.“I don’t see patterns in the numbers.” | 1. Student fluently skip-counts by factors of 10

and notices and explains patterns in the skip-counting numbers.  |
| **Observations/Documentation** |
|  |  |  |