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| **Skip-Counting Forward Behaviours/Strategies** | | |
| 1. Student knows the number to skip-count by,   but struggles to thread the yarn through the  holes (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** | | |
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| 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 in  the 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** | | |
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