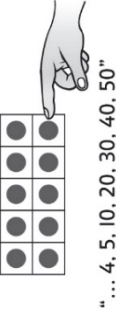
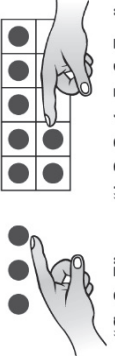


| Counting On and Counting Back Behaviours/Strategies | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>Student mixes up the number sequence when counting forward.</p>  <p>"... 4, 5, 10, 20, 30, 40, 50"</p> | <p>Student adds or removes counters, then recounts from one to find how many, rather than counting on or counting back.</p> | <p>Student mixes up the number sequence when counting back.</p> <p>"19, 18, 16, 14, 15"</p> |
| Observations/Documentation | | |
| | | |
| <p>Student has difficulty keeping track of the number counted on or back (how many have been added or removed, and the numbers in the counting sequence).</p> <p>"5, 6, 7, 8... Did I count enough?"</p> | <p>Student counts on or back, then counts from 1 to check.</p>  <p>"1, 2, 3, 4, 5, 6, 7..."</p> | <p>Student counts on or back with ease.</p> <p>"20, 19, 18, 17, 16"</p> |
| Observations/Documentation | | |
| | | |

Master 15b: Cluster Assessment

Whole Class

| | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--------------------------------------|--|--|--|--|
| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names | | | | | | | | | |
| Student can say the counting numbers in the correct order, both forward and backward. (Activities 1, 2, 3, 5) | | | | | | | | | |
| Student can bridge teens when counting forward and backward. (Activities 2, 3, 5) | | | | | | | | | |
| Student can count the number of objects in a set using one-to-one correspondence. (Activities 1, 2, 3, 5) | | | | | | | | | |
| Student realizes that the last number said tells how many (cardinality). (Activities 1, 2, 3, 5) | | | | | | | | | |
| Student realizes that the number of objects stays the same no matter how they are arranged (conservation). (Activities 1, 2, 5) | | | | | | | | | |
| Student can count on and back from a given number. (Activities 1, 2, 3, 5) | | | | | | | | | |
| Student can print numbers to 10 in words. (Activity 1) | | | | | | | | | |
| Student can use ordinal numbers to tenth to describe position. (Activity 4) | | | | | | | | | |

Master 15c: Cluster Assessment

Individual

Name: _____

| | Not Observed | Sometimes | Consistently |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|--------------|
| Says the counting numbers in the correct order, both forward and backward. (Activities 1, 2, 3, 5) | | | |
| Bridges teens when counting forward and backward. (Activities 2, 3, 5) | | | |
| Counts the number of objects in a set using one-to-one correspondence. (Activities 1, 2, 3, 5) | | | |
| Realizes that the last number said tells how many (cardinality). (Activities 1, 2, 3, 5) | | | |
| Realizes that the number of objects stays the same no matter how they are arranged (conservation). (Activities 1, 2, 5) | | | |
| Counts on and back from a given number. (Activities 1, 2, 3, 5) | | | |
| Prints numbers to 10 in words. (Activity 1) | | | |
| Uses ordinal numbers to tenth to describe position. (Activity 4) | | | |

Strengths:

Next Steps: