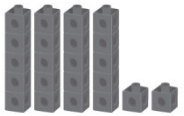
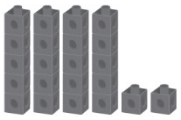
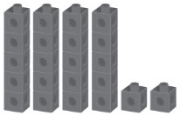
Number

Master 42a: Activity 16 Assessment

Skip-Counting: Consolidation

Skip-Counting Behaviours/Strategies		
Student mixes up or does not know the number to skip-count by.	Student mixes up the numbers in the skip-counting sequence. "2, 4, 8, 6, 10, …"	Student skip-counts but does not include the leftovers in the total.  "5, 10, 15, 20"
Observations/Documentation		

Student continues to skip-count by the same number to count the cubes in the dump truck.  "5, 10, 15, 20, 25, 30"	Student skip-counts but doesn't realize that the total number of cubes when 10-cube towers are made will be the same when 5-cube towers are made.	Student sees groups of cubes as one unit, fluently skip-counts by the unit, then counts on by 1s to find the total.  "5, 10, 15, 20, 21, 22"
Observations/Documentation		

Number

Master 42b: Cluster Assessment
Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can relate the skip-counting number to a quantity. **(Activities 13, 14, 16)**									
Student can skip-count forward by 2s, 5s, and 10s. **(Activities 13, 14, 16)**									
Student knows that the last number said when skip-counting tells how many. **(Activities 13, 14, 16)**									
Student realizes that the number of objects will be the same whether they are counted by 1s, 2s, 5s, or 10s. **(Activities 13, 14, 16)**									
Student can skip-count backward by 2s and 5s. **(Activities 15, 16)**									
Student can count a collection of objects by arranging objects into equal groups, skip-counting by the unit, then counting on by 1s to get the total. **(Activities 14, 16)**									

Number

Master 42c: Cluster Assessment
Individual

Name: _____

	Not Observed	Sometimes	Consistently
Relates the skip-counting number to a quantity. **(Activities 13, 14, 16)**			
Skip-counts forward by 2s, 5s, and 10s. **(Activities 13, 14, 16)**			
Knows that the last number said when skip-counting tells how many. **(Activities 13, 14, 16)**			
Realizes that the number of objects will be the same whether they are counted by 1s, 2s, 5s, or 10s. **(Activities 13, 14, 16)**			
Skip-counts backward by 2s and 5s. **(Activities 15, 16)**			
Counts a collection of objects by arranging objects into equal groups, skip-counting by the unit, then counting on by 1s to get the total. **(Activities 14, 16)**			

Strengths:

Next Steps: