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| **Skip-Counting Forward Behaviours/Strategies** |
| 1. Student fluently counts forward by 1s from

a given number, but struggles to skip-count.  | 1. ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box1_assessmentBLM%20TR%20Art/m2_n01_a02_t01_blm.jpStudent draws lines to join

the numbers, but mixes up the numbers in the skip-counting sequence.  | 1. Student fluently skip-counts by 2s and 10s, but has difficulty skip-counting by 25s.

“I find it hard to count by 25s.” |
| **Observations/Documentation** |
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| 1. Student skip-counts by 2s and 10s,

but struggles when the start number is a multiple of 2 or 10. | 1. Student fluently skip-counts by 20s, 25s, and 50s, 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 20s. 25s. and 50s, and notices and explains patterns in the skip-counting numbers.
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| **Observations/Documentation** |
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