



# Master 4: Activity 1 Assessment

## Bridging Tens

Counting On and Counting Back Behaviours/Strategies												
1. Student begins with start number, but omits numbers when saying number name sequences forward and backward.  "11, 12, 14, 16, 17, 18"	2. Student begins with start number, but mixes up the order when saying number name sequences forward and backward.  "11, 12, 14, 13, 15, 16"	3. Student says the number name sequences forward and backward from a given number and relies on the hundred chart or class number line.  <table border="1" data-bbox="446 315 487 693"><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr></table> "24, 25, 26, 27, 28, 29"	21	22	23	24	25	26	27	28	29	30
21	22	23	24	25	26	27	28	29	30			
Observations/Documentation												
4. Student says the number name sequences forward and backward from a given number, but struggles to bridge tens.  "Eight, nine, ten, ten-one, ten-two"	5. Student says the number name sequences forward and backward from a given number and successfully bridges tens, but does not recognize patterns in the number name sequence.  "I don't see any patterns."	6. Student says the number name sequences forward and backward from a given number and uses number patterns to bridge tens.										
Observations/Documentation												