

Title: Math Unit: Skip Counting

Learning Intention/Description of Learning Activity:

This assessment is for a math unit, which focused on the topic of Skip Counting. This involved learning about the patterns that can be found in counting from the numbers 1 to 100 as well as, counting by 10's, 5's and 2's.

Students learn that they may count by 1's starting at any number. On the other hand, skip counting focuses on the twos, fives and tens, place values. Students learn that they can count quickly by skipping over numbers when they skip count. They will identify patterns, especially when using a number chart. For example, to find the table of 5, we have to skip count by 5 to get its multiples such as 5, 10, 15, 20, 25, 30, and so on. Skip counting by 10s is easiest, as it is very similar to normal counting, except there is an extra '0': 10, 20, 30 ... 80, 90, 100. Skip counting can prepare students for multiplication and division.

Teacher Comments/Feedback:

NAME is currently at an "emerging" level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE struggled to demonstrate the ability to solve questions for skip counting even with support.

NAME is currently at an "developing" level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown. HE/SHE was then able to demonstrate the ability to solve questions for skip counting with some additional support.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages in the Math Duo-tang with little or no support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown. HE/SHE was then able to demonstrate the ability to solve questions for skip counting independently.

NAME is currently at an “extending” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes. HE/SHE was then able to demonstrate the ability to solve questions for skip counting independently at higher skill levels than required.

Unfortunately, NAME was absent for most or all this theme unit. There is no data in which to assess HIM/HER at this time.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA/SEA/SSSW). HE/SHE struggles to complete the work without assistance so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Continue to practice skip counting by 2's, 5's and 10's. Count coins as counting toonies is the same as counting by 2's and counting nickels is the same as counting by 5's and dimes are the same as counting by 10's.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity

Emerging	Developing	Proficient	Extending
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