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| **NC.K.CC.1 & NC.K.CC.2**  **Counting Sequence & Counting On (within 50)** | |
| **Domain** | Counting and Cardinality |
| **Cluster** | Know number names and the count sequence. |
| **Standard(s)** | **NC.K.CC.1**.Know number names and recognize patterns in the counting sequence by:   * Counting to ~~100~~ 50 by ones. (focus on counting by ones to 50) * Counting to ~~100~~ 50 by tens. (focus on counting by tens to 50)   **NC.K.CC.2** Count forward beginning from a given number within the known sequence, instead of having to begin at 1. |
| **Materials** | none |
| **Task Overview** | This task will assess the counting sequence and counting forward to 50. The assessment should be conducted one on one but could be administered informally throughout the day. (i.e walking to to lunch, at the water fountain etc.) |
| **Task** | 1. Say: *Count by 10’s as far as you can.*   (Allow students to count until they begin to make errors or stop student after 100.)   1. Say: *Start at 1 and count as far as you can.*   (Allow students to count until they begin to make errors *OR* stop student after 100.)   1. Say: *Begin counting with the number 17. I’ll tell you when to stop.*   (Stop student at 23.)  Repeat:   * Begin at 28. Stop student at 33. * Begin at 43. Stop student at 50. * Begin at 38. Stop student at 42. |

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| **Continuum of Understanding** | |
| **Not Yet**  **Proficient** | * Does not know how to skip count by tens to 50. * Does not know number names for counting sequence to 50 |
| **Progressing** | * Makes errors in skip counting by tens to 50 * Omits or repeats numbers in the counting sequence. * Counts by ones, but not to 50 * Incorrectly begins counting forward from one or more given numbers. * Inconsistently counts over the decade(s). |
| **Meets Expectation** | * Counts to 50 by ones without error. * Counts to 50 by tens without error. * Counts forward from all given numbers. * Counts correctly, crossing over the decades. |

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| **Standards for Mathematical Practice** |
| 1. Makes sense and perseveres in solving problems. |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| **8. Looks for and expresses regularity in repeated reasoning.** |