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| **NC.K.CC.1 & NC.K.CC.2**  **Counting Sequence & Counting On (within 20)** | |
| **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~~ **20** by ones. (focus on counting by ones to 20) * ~~Counting to 100 by tens.~~   **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 assesses the counting sequence and counting forward to 20. The assessment should be conducted one on one, but could be administered informally throughout the day. (e.g., walking to to lunch, at the water fountain etc.) |
| **Task** | 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 3. I’ll tell you when to stop.*   (Stop student at 9.)  Repeat:   * Begin at 6. Stop student at 13. * Begin at 11. Stop student at 20. |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Does not know number names for counting sequence to 20 |
| **Progressing** | * Omits or repeats numbers in the counting sequence. * Counts by ones, but not to 20 * Incorrectly begins counting forward from one or more given numbers. |
| **Meets Expectation** | * Counts to 20 by ones without error. * Counts forward from all given numbers. * Counts correctly through the teen numbers. |

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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. |