

# NWEA Assessment Item Illustrating 1.NBT.A.1

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**Domain:** Number and Operations in Base Ten

**1.NBT.A:** Extend the counting sequence.

**Calculator Availability:** No



A student is counting.

Move a number to each line to keep counting.

95, 96, 97, 98,    ,    ,    

101      111      103      910      102      110      100      911      99      109

**Alignment: 1.NBT.A.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Students in grade 1 learn to count beyond 100, not always beginning at 1. Counting on is a foundational skill in the primary grades. In grade 1, students extend counting to larger numbers than in kindergarten and begin to learn about place value and about how the digit and location of the digit have meaning. Crossing a ten and 100 is an important understanding that can be challenging for students and is the focus of this item.

**Coherence:** In kindergarten, students learned to count to 100 by both tens and ones<sup>K.CC.A.1</sup> and to count forward from a number other than one.<sup>K.CC.A.2</sup> Extending the counting sequence supports the work that students do with place value in both grades 1<sup>1.NBT.B</sup> and grade 2.<sup>2.NBT.A.1</sup> Counting on is a strategy that grade 1 students might use when adding and subtracting in the Operations and Algebraic Thinking domain.

**Rigor:** This item attends to conceptual understanding and procedural skill. The conceptual component involves understanding numerals and the idea of the count sequence. Students use a grade-level procedural skill when demonstrating knowledge of the count sequence.

**Answer Key:**

A student is counting.

Move a number to each line to keep counting.

95, 96, 97, 98, 99, 100, 101

111      103      910      102      110                      911                      109

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