

NWEA Assessment Item Illustrating K.CC.A.2

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Domain: Counting and Cardinality

K.CC.A: Know number names and the count sequence.

Calculator Availability: No



A student is counting.

Move a number to each line to keep counting.

11, 12, 13, 14, ____, ____, ____

19 6 17 10 7 16 8 15 5 18

Alignment: K.CC.A.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Learning to count and understanding the counting sequence is a foundational skill required to understand both the quantity-symbol relationship and place value. This item asks students to count forward without starting from 1. Although the intent of this standard is to have students count orally, this approximation relies on students' ability to connect symbols to number names, which also reinforces math vocabulary.

Coherence: Verbalizing counting words is the beginning work in mathematics and leads to understandings of one-to-one correspondence,^{K.CC.B.4} connecting a quantity to a numeral,^{K.CC.A.3} and counting out a given number of objects.^{K.CC.B.5} The work of this standard connects to counting greater numbers and to reading and writing numerals. In grade 1, students will count to 120, again starting at any number.^{1.NBT.A.1} In grade 2, counting will be extended to within 1,000, and students will skip count by 5, 10s, and 100s.^{2.NBT.A.2} Skip counting will reinforce place value understanding as well as support conceptual understanding of multiplication as equal groups. Starting the count at a number other than 1, as is done in this item, also develops the concept of counting on. This skill is helpful when students start to add; instead of counting all, they can choose an addend and count on from that addend. Counting on is an early math skill that leads to understanding addition^{1.OA.C.5} as well as place value.

Rigor: This item attends to conceptual understanding and procedural skill. The conceptual component involves understanding numerals and idea of the count sequence. Students use 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.

11, 12, 13, 14, 15, 16, 17

19

6

10

7

8

5

18

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