



# Content Area: Math

# Grade Level: K

## Reporting Measure: Number Sequence

Level	Description
<b>Above &amp; Beyond (4.0)</b>	<ul style="list-style-type: none"> <li>I can count backward with numbers below 100 (for example, I can count backward from 20 to 1 by 1s, from 54 to 36 by 1s, and from 100 to 10 by 10s).</li> </ul>
<b>3.5</b>	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
<b>Proficient (3.0)</b>	<p><b>NS1—I can count under 100 by 1s and 10s</b> (for example, I can count from 10 to 30, from 49 to 59, and from 72 to 96 by 1s; I can count from 10 to 100, from 20 to 60, and from 50 to 100 by 10s).</p> <p><b>NS2—I can write numbers between 0 and 20</b> (for example, I can write all the numbers between 0 and 20 in the right order and write any number my teacher says between 0 and 20).</p>
<b>2.5</b>	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
<b>Getting There (2.0)</b>	<p><b>NS1—I know what certain words mean</b> (for example, <i>count</i>, <i>number</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>Say number names from 1 to 19 in the right order.</li> <li>Say the names of groups of 10s in the right order.</li> <li>Explain how the names for numbers work. For example, I can explain that the number names for 1 through 9 keep repeating by being put together with the names for groups of 10s.</li> <li>Tell the difference between the tens part and the ones part of a two-digit number name. For example, I can explain that in the number name “twenty-one,” “twenty” shows that the number is in the twenties and “one” shows where it is in the twenties.</li> <li>Say the numbers right before and right after any number between 1 and 100.</li> <li>When someone gives me two different number names between 1 and 100, I can tell which one comes before the other when counting. For example, I can tell that the number name “twenty-five” comes before the number name “thirty-five” when counting.</li> <li>Explain that the names for groups of 10 are only put together with the names for the numbers 1 through 9. For example, I can explain that “seventy-nine” is a number, but “seventy-ten” is not.</li> <li>Figure out when the names of groups of 10s change when counting. For example, I can tell when someone should change from saying “thirty—” to saying “forty—.”</li> </ul> <p><b>NS2—I know what certain words mean</b> (for example, <i>count</i>, <i>digit</i>, <i>number</i>) and can do things such as:</p> <ul style="list-style-type: none"> <li>Explain that each written number stands for only one spoken number.</li> <li>Read numbers from 0 to 9.</li> <li>Write numbers from 0 to 9.</li> <li>Match written numbers from 0 to 9 with their spoken name.</li> <li>Put written numbers from 0 to 9 in the right order.</li> <li>Explain that a whole written number may be made up of more than just a single digit.</li> <li>Explain that the left digit in a two-digit number stands for a group of 10s (“teen,” twenty, thirty...).</li> <li>Match the names of groups of 10s with the right digit from 1 to 9. For example, match the number name “twenty” with the digit 2.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain that the right digit in a two-digit number stands for the number of counts beyond the group of 10s. For example, explain that the 7 in the written number 17 represents 7 counts beyond 10.</li> <li>• Explain that when the right digit of a two-digit number is zero, it means that the number is a group of 10s.</li> <li>• Explain that numbers with two digits come after numbers with one digit when counting.</li> </ul>
1.5	I can do some of the things at level 2.0 and at level 3.0.
<b>Beginning (1.0)</b>	I can do some of the things at level 2.0 and at level 3.0 with help.