



Content Area: Math

Grade Level: 2

Reporting Measure: Counting

Level	Description
Above & Beyond (4.0)	I can see the patterns that come up when skip counting by numbers other than 1, 5, 10, or 100 (for example, when I'm skip counting by twelves, I can explain that each number I count will make the tens place go up by 1 and the ones place by 2, except when it makes a new ten or hundred).
3.5	I can do all of the things at level 3.0, and I can do some of the things at level 4.0.
Proficient (3.0)	C1—I can count forward and backward by ones with numbers up to 1, 000 (for example, I can count from 168 to 206 by ones). C2—I can count forward and backward by fives with numbers up to 1, 000 (for example, I can skip count from 285 to 350 by 5s). C3—I can count forward and backward by tens with numbers up to 1, 000 (for example, I can skip count from 799 to 909 by 10s). C4—I can count forward and backward by hundreds with numbers up to 1, 000 (for example, I can count skip count from 67 to 967 by 100s).
2.5	I can do all of the things at level 2.0, and I can do some of the things at level 3.0.
Getting There (2.0)	C1—I know what certain words mean (for example, <i>count, digit, one, ones place, place value, tens place</i>) and can do things such as: - Explain how much is meant by a three-digit number someone gives me. For example, when someone gives me the number 460, I can say that it stands for 4 bundles of 10 tens, 6 tens, and 0 ones. - Add 1 to a three-digit number someone gives me. - Subtract 1 from a three-digit number someone gives me. - Point out which digits in a number will change when counting by ones. - Use place value to explain the patterns that come up when counting by ones. For example, when I'm counting from 140 to 149 by ones, I can explain that only the digit in the ones place will change; when I'm counting from 149 to 150, I can explain that the digits in the ones and tens places will change because a new ten has been made; and when I'm counting from 199 to 200, I can explain that the digits in the ones, tens, and hundreds places will change because I made a new ten that also made a new hundred. C2—I know what certain words mean (for example, <i>digit, five, ones place, place value, skip count, tens place</i>) and can do things such as: - Explain how much is meant by a three-digit number someone gives me. For example, when someone gives me the number 460, I can say that it stands for 4 bundles of 10 tens, 6 tens, and 0 ones. - Add 5 to a three-digit number someone gives me. - Subtract 5 from a three-digit number someone gives me. - Point out which digits in a number will change when counting by fives. - Explain patterns that come up when skip counting by fives. For example, I can explain that when I skip count by fives the digit in the ones place will go back and forth between 5 and 0 because every two counts of 5 makes up one count of 10. C3—I know what certain words mean (for example, <i>digit, ones place, place value, skip count, ten, tens place</i>) and can do things such as:

	• Explain how much is meant by a three-digit number someone gives me. For example, when someone gives me the number 460, I can say that it stands for 4 bundles of 10 tens, 6 tens, and 0 ones. • Add 10 to a three-digit number someone gives me. • Subtract 10 from a three-digit number someone gives me. • Point out which digits in a number will change when counting by tens. • Explain patterns that come up when skip counting by tens. For example, I can explain that when I skip count by tens the digit in the ones place will never change and the digit in the tens place will go up by 1 because each count is another whole group of 10 ones. C4—I know what certain words mean (for example, <i>digit, hundred, hundreds place, ones place, place value, skip count, tens place</i>) and can do things such as: • Explain how much is meant by a three-digit number someone gives me. For example, when someone gives me the number 460, I can say that it stands for 4 bundles of 10 tens, 6 tens, and 0 ones. • Add 100 to a three-digit number someone gives me. • Subtract 100 from a three-digit number someone gives me. • Point out which digits in a number will change when counting by hundreds. • Explain patterns that come up when skip counting by hundreds. For example, I can explain that when I skip count by hundreds the digit in the ones place and tens place will never change and the digit in the hundreds place will go up by 1 because each count is another whole group of 10 tens.
1.5	I can do some of the things at level 2.0 and at level 3.0.
Beginning (1.0)	I can do some of the things at level 2.0 and at level 3.0 with help.