Counting
2 Math

Grade	NAD Domain	Big Idea
2	Numbers and Operations	Numbers represent an amount that helps us order and compare things in God's world.

Essential Question	NAD Standard
What do numbers represent and how do they help us to understand God's world?	**2.NO.2** Count by ones, fives, tens, and hundreds up to 1000. (2.NBT.2)

Score	The Student will:
4.0	Identify patterns when skip counting by a given number other than *1*, *5*, *10*, or *100*. *(For example, when skip counting by 12s, explain that each count will increase the tens place by 1 and the ones place by 2, except for those values in which a new ten or hundred is composed.)*
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**2.C1—Count forward and backward by *1*s within** *1000*. *(For example, count from 168 to 206 by 1s.)* **2.C2—Count forward and backward by *5*s within** *1000*. *(For example, skip count from 283 to 348 by 5s.)* **2.C3—Count forward and backward by *10*s within** *1000*. *(For example, skip count from 799 to 909 by 10s.)* **2.C4—Count forward and backward by *100*s within** *1000*. *(For example, skip count from 67 to 967 by 100s.)*
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**C1—**Recognize or recall vocabulary: no new vocabulary Perform basic processes: • Add *1* to a given three-digit number. • Subtract *1* from a given three-digit number. • Use place value to explain patterns in counting. *(For example, when counting from 140 to 149 by ones, explain that only the digit in the ones place will change; when counting from 149 to 150, explain that the digits in the ones and tens places will both change because the count has completed a group of 10 ones [has "made a ten"]; and when counting from 199 to 200, explain that the digits in the ones and tens places will both change because the count has completed a group of 10 ones, and the digit in the hundreds place will change because the new group of 10 ones has completed a group of 10 tens [has "made a hundred"].)* **C2—**Recognize or recall vocabulary: *skip count* Perform basic processes: • Add *5* to a given three-digit number. • Subtract *5* from a given three-digit number. • Explain patterns in skip counting by *5*s. *(For example, explain that when skip counting by 5s the digit in the ones place will alternate between two values because every 2 counts of 5 is the same as 1 count of 10.)* **C3—**The student will recognize or recall vocabulary: no new vocabulary

	Perform basic processes: • Add *10* to a given three-digit number. • Explain patterns in skip counting by *10*s. *(For example, explain that when counting by 10s the digit in the ones place will never change and the digit in the tens place will increase by 1 because each count is another group of 10 ones.)* **C4—**Recognize or recall vocabulary: no new vocabulary Perform basic processes: • Add *100* to a given three-digit number. • Subtract *100* from a given three-digit number. • Explain patterns in skip counting by *100*s. *(For example, explain that when skip counting by 100s the digits in the ones and tens places will never change and the digit in the hundreds place will increase by 1 because each count is another group of 10 tens or 10 bundles of 10 ones.)*
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success