

Primary Grades Instructional Data (10 point option)

Subject: Mathematics

Goal: Number Sense



Database last updated with additional data statements on 2/15/2008

141 - 150	Skills and Concepts to Enhance (73% probability*)	151 - 160	Skills and Concepts to Develop (50% probability*)	161 - 170	Skills and Concepts to Introduce (27% probability*)
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Count

142	Counts forwards by 1's (≤ 10 ; next number; numerals shown)	151	Counts on by 1's (≤ 100 ; next number; numerals shown)	161	Counts forwards by 2's (≤ 20 ; next number; numerals shown)
142	Counts on by 1's (≤ 20 ; next number; numerals shown)	152	Counts on by 1's (≤ 100 ; next number; manipulatives and numerals shown; number line)	163	Counts forwards by 5's (≤ 100 ; next number; numerals shown)
144	Counts forwards by 1's (≤ 5 ; next number; manipulatives and numerals shown)	153	Counts forwards by 1's (≤ 10 ; next number; numerals shown)	169	Counts on by 2's (≤ 100 ; from an even number; next number; numerals shown)
146	Counts forwards by 1's (≤ 5 ; next number; numerals shown)	154	Counts backwards by 1's (≤ 10 ; next number; numerals shown)	170	Counts on by 2's (≤ 20 ; from an even number; next number; numerals shown)
146	Understands one-to-one correspondence (≤ 10 ; using manipulatives; real-world objects)	155	Counts forwards by 1's (≤ 5 ; next number; numerals shown)	170	Counts on by 2's (≤ 20 ; from an odd number; next number; numerals shown)
150	Counts backwards by 1's (≤ 10 ; next number; numerals shown)	156	Counts forwards by 5's (≤ 100 ; next number; numerals shown)		
150	Counts backwards by 1's (≤ 5 ; next number; numerals shown)	159	Counts forwards by 2's (≤ 10 ; next number; numerals shown)		
150	Counts on by 1's (≤ 100 ; next number; numerals shown)				

Identify, Represent: Whole Numbers, Fractions

141	Represents a given numeral as a set of objects (≤ 10 ; manipulatives and numerals shown; real-world objects)	153	Recognizes the number word for a numeral (≤ 20)	161	Identifies the value of a dime (manipulatives shown; generic coins, ¢ symbol shown)
142	Represents a given number word as a set of objects (≤ 5 ; manipulatives shown)	157	Finds the incorrect representation of $1/2$ of a whole (manipulatives shown)	162	Interprets a number line (≤ 100 ; manipulatives and numerals shown; all numerals shown; number line)
143	Represents a given set of objects as a number word (≤ 10 ; manipulatives and numerals shown; real-world objects)	157	Represents a given numeral as a set of objects (≤ 20 ; using manipulatives; real-world objects)	162	Represents a given set of objects as a numeral (≤ 20 ; manipulatives and numerals shown; numerals given; 10-frames)
149	Identifies the value of a penny (manipulatives shown; generic coin; ¢ symbol shown)	158	Represents $1/2$ as part of a whole (manipulatives shown)	163	Represents a given set of objects as a numeral (≤ 20 ; manipulatives and numerals shown; base-10 blocks)
		158	Understands the value of a dime (manipulatives shown; generic coin,		

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills.

141 - 150 Skills and Concepts to Enhance (73% probability*)	151 - 160 Skills and Concepts to Develop (50% probability*)	161 - 170 Skills and Concepts to Introduce (27% probability*)
<p>150 Represents a given set of objects as a numeral (≤ 20; manipulatives and numerals shown; real-world objects)</p>	<p>real-world objects; ¢ symbol shown)</p> <p>159 Represents a given set of objects as a numeral (≤ 20; manipulatives and numerals shown; base-10 blocks)</p> <p>160 Represents a given set of objects as a numeral (≤ 20; manipulatives and numerals shown; numerals given; 10-frames)</p>	<p>166 Represents one-half as part of a whole (manipulatives shown)</p> <p>167 Represents a given numeral as a number word (≤ 1000; numerals and words shown)</p> <p>167 Understands the value of a nickel (manipulatives shown; generic coin, real-world objects; ¢ symbol shown)</p> <p>169 Finds the incorrect representation of a set of objects (≤ 5; manipulatives and numerals shown)</p> <p>169 Represents a given set of objects as a numeral (≤ 1000; manipulatives and numerals shown; base-10 blocks)</p> <p>170 Identifies the coin name for 10¢ (¢ symbol shown)</p> <p>170 Interprets a number line (≤ 100; manipulatives and numerals shown; multiples of 10 shown; number line)</p> <p>170 Represents a given set of objects as a numeral (≤ 100; manipulatives and numerals shown; base-10 blocks)</p> <p>170 Represents a given set of objects as a numeral (≤ 20; manipulatives and numerals shown; domino tiles)</p>

Place Value and Base-Ten System

166 Identifies the number of groups of 100 (≤ 1000 ; manipulatives shown; base-10 blocks)

Relative Position and Magnitude

144 Understands the concept of between using numbers (≤ 10 ; numerals shown)

151 Understands the concept of one more than a number (≤ 10 ; numerals shown)

161 Understands the concept of 1 less than a number (≤ 100 ; numbers given)

144 Understands the concept of between using numbers (≤ 5 ; manipulatives shown; linking cubes)

152 Compares numbers using the term less than (≤ 10 ; numerals shown)

162 Compares numbers using the term less than (≤ 100 ; numerals shown)

147 Compares numbers using the term less than (≤ 10 ; using manipulatives; number line)

152 Compares sets of objects using the term same (≤ 5 ; manipulatives shown; real-world objects)

163 Compares sets of objects using the term fewest (≤ 10 ; manipulatives shown; blocks)

153 Compares numbers using the term

163 Understands the concept of a number

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141 - 150 Skills and Concepts to Enhance (73% probability*)	151 - 160 Skills and Concepts to Develop (50% probability*)	161 - 170 Skills and Concepts to Introduce (27% probability*)
147 Understands the concept of 1 more than a number (≤ 5 ; numerals shown)	greater than (≤ 20 ; numerals shown)	coming right before another number when counting (≤ 5 ; numerals shown)
149 Compares numbers using the term smallest (≤ 5 ; numerals shown)	154 Compares sets of objects using the term fewer (≤ 10 ; manipulatives shown; real-world objects)	166 Compares numbers using the term largest (≤ 1000 ; numerals shown)
149 Compares sets of objects using the term same number (≤ 5 ; manipulatives shown; real-world objects)	154 Compares sets of objects using the term fewer (≤ 5 ; manipulatives shown; circles)	167 Understands the concept of between using numbers (≤ 100 ; numerals shown)
150 Compares sets of objects using the term same number (≤ 10 ; manipulatives shown; cubes)	155 Compares numbers using the term greater than (≤ 20 ; using manipulatives; number line)	167 Understands the concept of two more than a number (≤ 10 ; numerals shown)
	155 Compares numbers using the term smallest (≤ 100 ; numerals shown)	168 Compares numbers using the term greater than (≤ 20 ; manipulatives shown; number line)
	155 Compares sets of objects using the term fewest (≤ 10 ; manipulatives shown; real-world objects)	169 Compares numbers using the term less than (≤ 10 ; manipulatives shown; number line)
	156 Compares numbers using the term smallest (≤ 10 ; numerals shown)	170 Compares sets of objects using the term more (≤ 100 ; manipulatives shown; base-10 blocks)
	156 Understands the concept of 1 more than a number (≤ 20 ; numerals shown)	170 Understands the concept of a number coming right before another number when counting (≤ 20 ; numerals shown)
	157 Compares sets of objects using the term fewest (≤ 5 ; manipulatives shown; real-world objects)	
	157 Compares sets of objects using the term same (≤ 10 ; manipulatives shown; circles)	
	158 Compares numbers using the term greater than (≤ 100 ; numerals shown)	
	158 Compares numbers using the term largest (≤ 100 ; numerals shown)	
	159 Compares numbers using the term less than (≤ 100 ; numerals shown)	
	160 Understands the concept of between using numbers (≤ 10 ; numerals shown; multiple numerals missing)	

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