**Counting Profile Assignment**

Arrange to work one-on-one with one (to five) Kindergarten students. Pose a counting assessment task as specified on the Classroom Counting Profile. That is, provide a collection of 43 1-inch tiles of the same color (or other counters), and ask each child the following question:

1. **How many tiles are in this pile? [If needed: Please count out loud so I can hear you.]**
2. **Please recount the tiles for me.**

Using the **Counting Proficiency Assessment** form provided:

Take detailed observation notes describing what the child says and does.

Repeat the task with each child.

From your detailed notes, write a one paragraph description of each child’s counting process.

Review the Pre-Operational Concepts and Counting Processes summary and the criteria on the Counting Profile chart. Identify the Profile Level of each child’s counting using the Profile Criteria on the Counting Profile chart. Justify your Profile Level decision.

Repeat the description and analysis for each child.

Summarize the collection of children on the Counting Profile chart, putting the children’s names in the appropriate Profile Levels.

**Counting Proficiency Assessment**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | | **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** | | **41** | **42** | **43** | **44** | **45** | **46** | **47** | **48** | **49** | **50** | | **51** | **52** | **53** | **54** | **55** | **56** | **57** | **58** | **59** | **60** | | **61** | **62** | **63** | **64** | **65** | **66** | **67** | **68** | **69** | **70** | | **71** | **72** | **73** | **74** | **75** | **76** | **77** | **78** | **79** | **80** | | **81** | **82** | **83** | **84** | **85** | **86** | **87** | **88** | **89** | **90** | | **91** | **92** | **93** | **94** | **95** | **96** | **97** | **98** | **99** | **100** |   **Record of student’s oral counting of a set of objects:** (Actual number of objects: 43 or \_\_\_\_)  Mark skips (/) in the sequence of number names. Circle the ending number. Record deviations from the standard sequence and other notes in this space: | |
| **Evaluation of student’s counting of a set of objects:**   * **Sequence of Number Names:** Did the student use the correct sequence of number names?   + Correct sequence to the number of objects   + Correct sequence to \_\_\_\_\_\_\_\_\_   + Errors in sequence of number names   + Unstable order * **One-to-One Correspondence:** Did the student match one number name to one object?   + Exactly   + Sloppily   + Erratically * **Keeping Track:** Was the student deliberate and careful?   + Consistently deliberate and careful   + Occasionally not deliberate or careful   + Typically not deliberate or careful * **Accuracy:** Was the student accurate?   + Accurate   + Minor errors (within 3; final count \_\_\_\_\_\_\_\_\_\_\_)   + Major errors (more than 3; final count \_\_\_\_\_\_\_\_\_\_\_) * **Cardinality:** Did the student understand the last number counted identifies how many?   + Solid understanding (without additional prompt □ or with additional prompt □)   + Uncertain that the last number name used tells the number of objects counted * **Counting By Groups:** Did the student count by groups or by ones?   + Skip-counted or counted by groups (group size \_\_\_\_\_\_)   + Counted by ones * **Quantity:** Did the student attach units to the number of objects? (e.g., “There are 43 tiles”)   + Number and unit   + Number only * **Order Irrelevance:** The student showed some evidence of understanding order irrelevance? □ | |
| **Counting Profile Rating:**   * + **Exemplary**   + **Proficient** | * + **Emerging**   + **Limited** |

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**Classroom Counting Profile**

**Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Profile Level** | **Profile Criteria** | **Student Names** |
| **Exemplary** | Number Names: No errors to 43 or more  One-To-One Correspondence: Exact  Keeping Track: Consistently deliberate and careful  Accuracy: Consistently accurate  Cardinality: Solid understanding  **Counting by Groups: Counted by groups larger than one (includes skip-counting)**  Quantity: Usually attends to number and unit  Order Irrelevance: May show some evidence |  |
| **Proficient** | **Number Names: No errors to 43 or more**  **One-To-One Correspondence: Exact**  **Keeping Track: Consistently deliberate and careful**  **Accuracy: Usually accurate**  Cardinality: Solid understanding  Counting by Groups: Counted by ones  Quantity: Attends to number; may attend to unit  Order Irrelevance: May show some evidence |  |
| **Emerging** | **Number Names: Stable order and accurate names to at least 20; may have sequence errors beyond 20**  One-To-One Correspondence: Exact or sloppy  Keeping Track: Occasionally not deliberate and careful  Accuracy: Minor errors or decade skips/repeats  Cardinality: Solid understanding  Counting by Groups: Counted by ones  Quantity: Attends only to number  Order Irrelevance: May show some evidence |  |
| **Limited** | Number Names: Unstable order, major sequence errors, or correct sequence to less than 20  One-To-One Correspondence: Erratic (rote count often does not match object count)  Keeping Track: Typically not deliberate and careful  Accuracy: Frequent major errors  Cardinality: Uncertain that the last number name used tells the number of objects counted  Counting by Groups: Counted by ones  Quantity: Attends only to number  Order Irrelevance: May show some evidence |  |

**Criteria shown in bold are REQUIRED for that particular level.**

**Task for conducting the assessment:**

1. **How many tiles are in this pile? [If needed: Please count out loud so I can hear you.]**
2. **Please recount the tiles for me.**

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