Student Numeracy Profile:
Counting, Addition & Subtraction, Numeral Identification

Student Name:_____ Date:_____

Teacher :_____ Grade:_____

Forward Counting Sequence (Oral Counting)

Level A (Counts to 10)	Level B (Counts to 22)	Level C (Counts to 113)	Level D (Counts to 213)	Level E (Counts to 1000)

Backward Counting Sequence (Oral Counting)

Level A (Counts from 10)	Level B (Counts from 23)	Level C (Counts from 73)	Level D (Counts from 104)

Addition and Subtraction Conceptual Strategies:

Level A (Drops Back to One or) (Represents all Objects)	Level B (Counts on/ Back) Inaccurate Fingers to Count On	Level C (Counts on /Back) Accurate Fingers to Count On	Level D (Facile/Flexible Strategies) (Memory)
Addition Subtraction	Addition Subtraction	Addition Subtraction	Addition Subtraction

Counting by Tens

Level A (Counts to 100 starting at 10)	Level B (Counts to 66 off Decade)	Level C (Counts to 117 off decade)	Level D (Counts to 208 off decade)

Numeral Identification

Level A (Numbers to 10)	Level B (Numbers to 100)	Level C (Numbers to 1,000)	Level D (1,000- 100,000)

Forward and Backward Counting

Say to the Student: ***"I am going to give you a number and I want you to start counting forward until I tell you to stop."***

Level A → **Level B** → **Level C** → **Level D** **Level E**

1-10 ☐ **9-22** ☐ **32-44** ☐ **67-81** ☐ **98-113** ☐ **198-213** ☐ **995-1000** ☐

Say to the Student: ***"I am going to give you a number and I want you to start counting backwards until I tell you to stop."***

Level A → **Level B** → **Level C** → **Level D**

10-1 ☐ **23-16** ☐ **42-34** ☐ **73-64** ☐ **104-98** ☐

Addition and Subtraction Conceptual Strategies

Say to the Student: ***"I am going to ask you to solve some addition and subtraction problems."***

7+6=13	**8+4=12**	**9+6=15**	**8+7=15**
DB - CO – M- F	**DB - CO – M- F**	**DB - CO – M- F**	**DB - CO – M- F**
10-7=3	**7-6=1**	**15-8= 7**	**14-6=8**
DB - CB/CO – M – F	**DB – CB/CO – M- F**	**DB – CB/CO – M- F**	**DB – CB/CO – M- F**

Drops Back to 1- DB	**Counts On- CO**	**Counts Back- CB**	**Memory- M**	**Flexible Thinking- F**
Uses fingers or objects to represent all numbers included. May start counting from one.	Counts on by ones *May use fingers to track counts*	Counts back by ones *May use fingers to track counts*	Known Immediate, Explanation *"I just knew It"*	Uses 10 structure Doubles + or- Addition/Subtraction Relationship

Counting by 10's

Say to the student: "**Now we are going to count by 10's. I am going to ask you to count by 10's starting and stopping at different numbers."**

Level A

Count by 10's for me….*Stop at 100……* ☐

Level B

Count by 10's starting at 6*…. Stop at 66……* ☐

Level C

Count by 10's starting at 39*…. Stop at 109……* ☐

Level C

Count by 10's starting at 67*…. Stop at 117……* ☐

Level D

Count by 10's starting at 158*…. Stop at 208……* ☐

Numeral Identification 2 Digit

Say to the Student: ***I am going to point to a number; I want you to tell me what number it is.***

3	5	9	Level A
10	7	4	
13	43	71	Level B
89	17	100	

Numeral Identification 3 Digits and beyond

Say to the student: ***Now we are going to look at some bigger numbers, tell me what number I point to.***

261	300	554	Level C
115	404	720	
1,000	801	734	
1,465	2,002	9,116	Level D
32,457	41,023	182,426	

Student Numeracy Profile:
Place Value and Part/Whole Relationship

Student Name:_____ Date:_____

Assessor:_____ Grade:_____

Application Place Value Concepts: Split Counting by Hundreds, Tens and Ones

Level A 10's and 1's Representation	Level B 10's and 1's No Representation	Level C 100's, 10's, 1's Representation	Level D 100's, 10's, 1's No Representation

Application of Place Value Concepts: Adding a Base Ten- 100% to be at level

Level A Counts by ones/Other	Level B 10 more/ less Facile	Level C 20 more/less Facile	Level D Plus 100 Facile

Application of Place Value Concepts: Adding from a Base Ten- 100% to be at Level

Level A Counts by Ones/Other	Level B From 10 Facile	Level C From 70 Facile	Level D From 100 Facile

Part Whole Relationship: 5, 10, 20: **Must be Facile/Flexible on all questions to be at level.**

Level A Non Facile Methods/Inaccurate	Level B Solve to 5- 100% Accurate	Level C Solve to 10- 100%-Accurate	Level D Solve to 20- 100% Accurate
Fingers, Counts Up, Objects, Taps			

Part Whole Relationship: Partitioning Numbers:

Level A Random / Counts Up Inaccurate	Level B Random / Counts Up Accurate	Level C Partial Knowledge of Structure	Level D Facile Knowledge of Structure
5+5 3+7 6+6	2+10 6+6 5+7 1+11 10+2	11+1 10+2 9+3 3+9 2+10 5+7	12+0 11+1 10+2 9+3 8+4 7+5 6+6

Place Value: Split Counting by 100's 10's and 1's

Say to the Student: **Count the total amount of money. A dime is worth 10 cents and a penny is worth 1 cent.**

Show student Model A Representation: **53** ◯**Correct** ◯**Incorrect**

Say to the Student: **Count the 10 rods and units.**

Show student Model B Representation: **54** ◯**Correct** ◯**Incorrect** **Level A**

Say to the Student: **I want you to count by tens and ones. For example, if we were going to count to 23, it would be done like this, 10, 20, 21, 22, 23.** ***NO REPRESENTATION***

Say to the student: **Count to 42 by tens and ones:** ◯**Correct** ◯**Incorrect**

Say to the student: **Count to 36 by tens and ones:** ◯**Correct** ◯**Incorrect**

Say to the student: **Count to 104 by tens and ones:** ◯**Correct** ◯**Incorrect** **Level B**

Say to the Student: **Count the 100 Flats, 10 rods and units.**

Show Student Model C Representation: ◯**Correct** ◯**Incorrect** **Level C**

Say to the student: **Count to 345 by hundreds, tens and ones.** **Show student Model D** ***NO REPRESENTATION***

◯**Correct** ◯**Incorrect** **Level D**

Place Value: Adding Base 10

Say to the student: **What is 10 more than 62?.....** *Answer 72* ◯*Facile* ◯*Other*

Say to the student: **What is 10 less than 62?.....** *Answer 52* ◯*Facile* ◯*Other* **Level B**

Say to the student: **What is 20 more than 43?.....** *Answer 63* ◯*Facile* ◯*Other*

Say to the student: **What is 20 less than 43?.....** *Answer 23* ◯*Facile* ◯*Other* **Level C**

Say to the student: **What is 100 more 62?.....** *Answer 162* ◯*Facile* ◯*Other*

Say to the Student: **What is 100 more than 284?.....***Answer 384* ◯*Facile* ◯*Other* **Level D**

Place Value: Adding From a Base 10

Level B

Say to the Student: **If I have 10 and get 7 more how many do I have?...***Answer 17* ◯*Facile* ◯*Other*

Say to the student: **If I have 70 and get 8 more how many do I have?...***Answer 78* ◯*Facile* ◯*Other* **Level C**

Say to the student: **If I have 100 and get 32 more how many do I have?..** *Answer 132*

◯*Facile* ◯*Other* **Level D**

Part/ Whole: Missing Number

Say to the Student: **Solve these problems. Tell me the missing number that should go in the box.**

① 2+□ = 5

② 1+□ = 5

③ □ +0 = 5

④ □ +4 = 5

DB Fingers /Objects ①②③④
Counts On ①②③④
Facile/Flexible ①②③④
Other ①②③④
100% Accurate ◯Yes ◯No

↓

① 7+□ =10

② 1+□ =10

③ □ +4 = 10

④ 5+□ = 10

DB Fingers /Objects ①②③④
Counts On ①②③④
Facile/Flexible ①②③④
Other ①②③④
100% Accurate ◯Yes ◯No

↓

① 14+□ = 20

② 17+□ = 20

③ 8+□ = 20

④ 5+□ = 20

DB Fingers /Objects ①②③④
Counts On ①②③④
Facile/Flexible ①②③④
Other ①②③④
100% Accurate ◯Yes ◯No

Part/Whole: Partitioning a Number

Say to the Student: ***I want you to write down all of the combinations, or the numbers that when you add them, add up to 12, or equal 12.***

Random/Counts up ◯
Partial Structure ◯
Knowledge of Structure ◯

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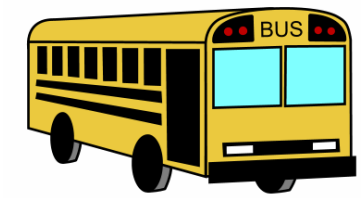
Part/ Whole: Problem Solving (Optional)

Say to the Student: ***If there are 3 people in the house, how many people have to come over to have 5 people?***

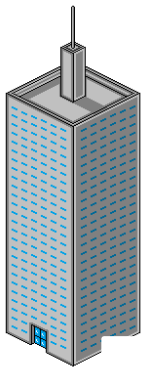
Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

Say to the Student: ***The bus can hold 10 people. 7 people are on the bus. How many more people can get on the bus?***



Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

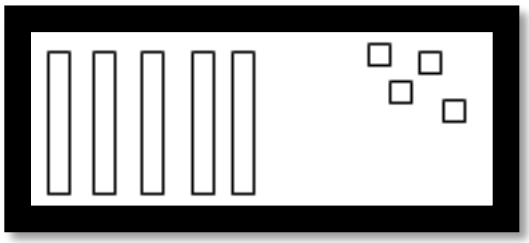
Say to the student: **There are 20 floors in the building. If someone is on the 13th floor, how many more floors until they are at the top?**



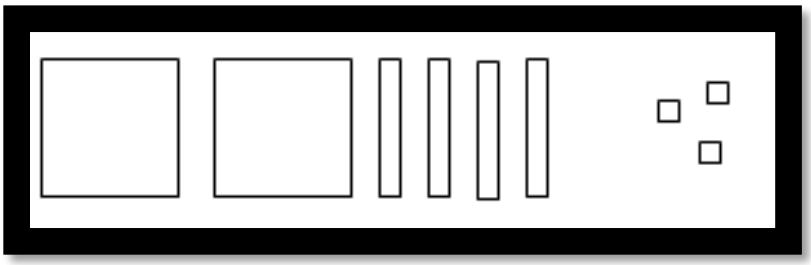
Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

Model A

Model B



Model C



Model D

345

Student Progress Monitoring

Student Name:_____ Date:_____

Focus Area:_____ Grade:_____

Skill Set	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**
Forward Counting									
Backward Counting									
Counting by Tens									
Addition Concepts									
Subtraction Concepts									
Numeral Identification									
Part Whole Relationship: 5, 10,and 20									
Part Whole: Partitioning									
Place Value: Counting by 100's, 10's and 1's									
Place Value: Adding Base Ten									
Place Value: Adding from Base Ten									

Documentation of Activities

Counting/Arithmetical Strategies	Numeral Identification	Part Whole Relationship	Place Value

NOTES:_____

7 + 6=	8 + 4=
9 + 6=	8 + 7=
10 - 7=	7 - 6=
15 - 8=	14 - 6=

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