

Student Numeracy Profile: Counting and Numeral Identification

Student Name: _____

Date: _____

Assessor: _____

Grade: _____

Forward Counting Sequence (Oral Counting)

| Level A (Counts to 10) | Level B (Counts to 20) | 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 Concept 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

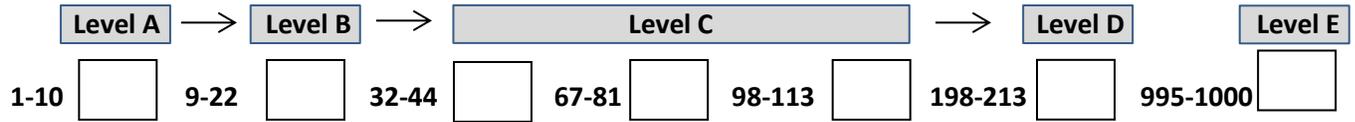
| Level A (Counts to 100 starting at 10) | Level B (Counts to 66 off Decade) | Level C (Counts to 117 off decade) | Level D (Counts to 208 off decade) |
|---|--------------------------------------|---------------------------------------|---------------------------------------|
| | | | |

Numerical Identification

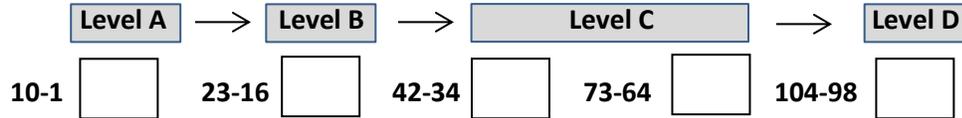
| Level A (Numbers to 10) | Level B (Numbers to 100) | Level C (Numbers to 1,000) | Level D (1,000- 100,000) |
|----------------------------|-----------------------------|-------------------------------|-----------------------------|
| | | | |

Forward and Backward Counting

Dígale al estudiante: "Te voy a dar un número y quiero que empieces a contar hacia adelante hasta que te diga que te detengas".



Dígale al estudiante: "Te voy a dar un número y quiero que empieces a contar hacia atrás hasta que te diga que te detengas".



Addition and Subtraction Conceptual Strategies

Diga al estudiante: "Voy a pedirle que resuelva algunos problemas de suma y resta".

7+6=13

DB - CO - M- F

8+4=12

DB - CO - M- F

9+6=15

DB - CO - M- F

8+7=15

DB - CO - M- F

10-7=3

DB - CB/CO - M - F

7-6=1

DB - CB/CO - M- F

15-8= 7

DB - CB/CO - M- F

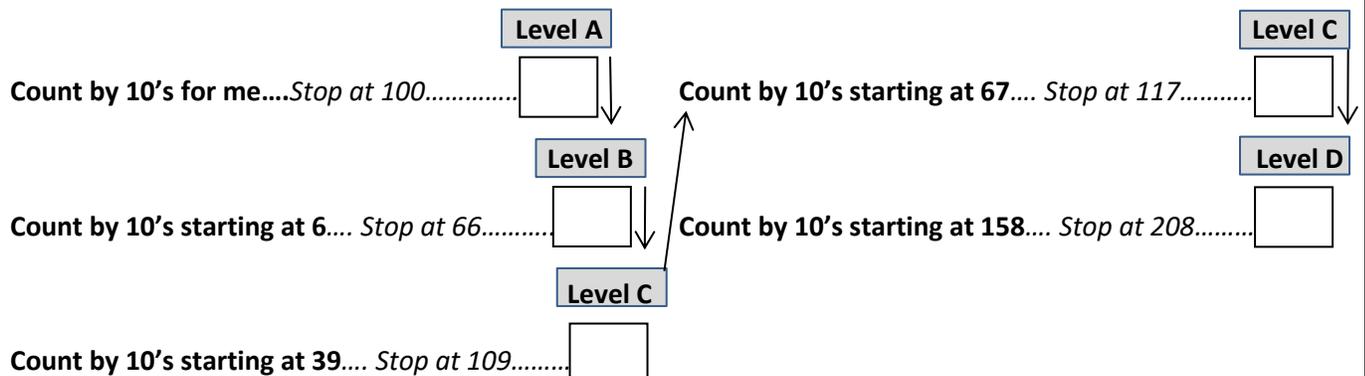
14-6=8

DB - CB/CO - M- F

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

Counting by 10's

Di al estudiante: "Ahora vamos a contar por 10. Les voy a pedir que cuenten por 10 comenzando y deteniéndose en diferentes números.



Numerical Identification 2 Digit

Diga al estudiante: Voy a señalar a un número; *Quiero que me digas qué número es.*

| | | | |
|-----------|----------|----------|---------|
| 3 | 5 | 9 | Level A |
| 10 | 7 | 4 | ↓ |

| | | | |
|-----------|-----------|------------|---------|
| 13 | 43 | 71 | Level B |
| 89 | 17 | 100 | ↓ |

Numerical Identification 3 Digits and beyond

Diga al estudiante: *Ahora vamos a ver algunos números más grandes, dime a qué número señalo.*

| | | | |
|--------------|------------|------------|---------|
| 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 Fingers, Counts Up, Objects, Taps | Level B Solve to 5- 100% Accurate | Level C Solve to 10- 100%-Accurate | Level D Solve to 20- 100% Accurate |
|---|--------------------------------------|---------------------------------------|---------------------------------------|
| | | | |

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 | 11+1 10+2 9+3 | 12+0 11+1 10+2 |
| | 1+11 10+2 | 3+9 2+10 5+7 | 9+3 8+4 7+5 6+6 |

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

Diga al estudiante: Cuente la cantidad total de dinero. Un centavo vale 10 centavos y un centavo vale 1 centavo.

Show student Model A Representation:

53 Correct Incorrect

Diga al estudiante: Cuente las 10 barras y unidades.

Show student Model B Representation:

54 Correct Incorrect

Level A

Dile al estudiante: Quiero que cuentes por decenas y otras. Por ejemplo, si fuéramos a contar hasta 23, se haría así, 10, 20, 21, 22, 23. SIN REPRESENTACIÓN. NO REPRESENTATION

Diga al estudiante: Contar a 42 por decenas y unos: ? Correct Incorrect

Diga al estudiante: Contar a 36 por decenas y unos: ? Correct Incorrect

Diga al estudiante: Cuenta hasta 104 por decenas y unos: Correct Incorrect

Level B

Diga al estudiante: Cuente los 100 pisos, 10 varillas y unidades.

Show Student Model C Representation:

Correct Incorrect

Level C

Diga al estudiante: Cuenta hasta 345 por cientos, decenas y unos. Show student Model D NO REPRESENTATION

Correct Incorrect

Level D

Place Value Part: Adding Base 10

Diga al estudiante: ¿Qué es 10 más que 62?.....Answer 72 Facile Other

Diga al estudiante: ¿Qué es 10 menos de 62?.....Answer 52 Facile Other

Level B

Diga al estudiante: ¿Qué es 20 más que 43?.....Answer 63 Facile Other

Diga al estudiante: ¿Qué es 20 más que 43?.....Answer 23 Facile Other

Level C

Diga al estudiante: ¿Qué es 100 más 62?..... Answer 162 Facile Other

Diga al estudiante: ¿Qué es 100 más que 284?.....Answer 384 Facile Other

Level D

Place Value: Adding From a Base 10

Diga al estudiante: Si tengo 10 y obtengo 7 más, ¿cuántos tengo?...Answer 17 Facile Other

Diga al estudiante: Si tengo 70 y obtengo 8 más cuántos tengo?...Answer 78 Facile Other

Level C

Diga al estudiante: Si tengo 100 y obtengo 32 más cuántos tengo?...Answer 132

Facile Other

Level D

Part/ Whole: Missing Number

Diga al estudiante: Resuelva estos problemas. Dime el número que falta que debería ir en la caja.

① $2 + \square = 5$

③ $\square + 0 = 5$

② $1 + \square = 5$

④ $\square + 4 = 5$

DB Fingers /Objects ① ② ③ ④
Counts On ① ② ③ ④
Facile/Flexible ① ② ③ ④
Other ① ② ③ ④
100% Accurate Yes No

① $7 + \square = 10$

③ $\square + 4 = 10$

② $1 + \square = 10$

④ $5 + \square = 10$

DB Fingers /Objects ① ② ③ ④
Counts On ① ② ③ ④
Facile/Flexible ① ② ③ ④
Other ① ② ③ ④
100% Accurate Yes No

① $14 + \square = 20$

③ $8 + \square = 20$

② $17 + \square = 20$

④ $5 + \square = 20$

DB Fingers /Objects ① ② ③ ④
Counts On ① ② ③ ④
Facile/Flexible ① ② ③ ④
Other ① ② ③ ④
100% Accurate Yes No

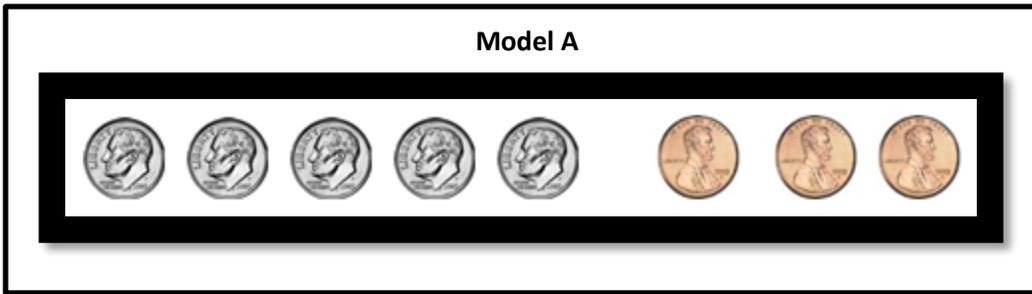
Part/Whole: Partitioning a Number

Diga al estudiante: Quiero que escriba todas las combinaciones, o los números que cuando las agregue, suman 12, o igual a 12.

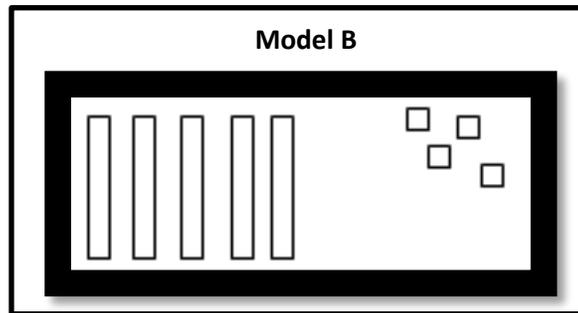
12

Random/Counts up
Partial Structure
Knowledge of Structure

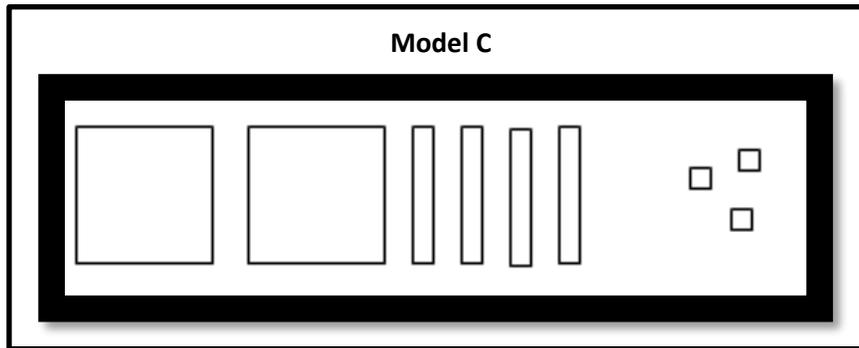
Model A



Model B



Model C



Model D

345

Student Progress Monitoring

Student Name: _____

Date: _____

Focus Area: _____

Grade: _____

| Skill Set | 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 |
|----------------------------------|------------------------|-------------------------|-------------|
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NOTES:
