

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)

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

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 <input style="width: 40px; height: 25px;" type="text"/>		9-22 <input style="width: 40px; height: 25px;" type="text"/>		32-44 <input style="width: 40px; height: 25px;" type="text"/>		67-81 <input style="width: 40px; height: 25px;" type="text"/>		98-113 <input style="width: 40px; height: 25px;" type="text"/>		198-213 <input style="width: 40px; height: 25px;" type="text"/>		995-1000 <input style="width: 40px; height: 25px;" type="text"/>

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 <input style="width: 40px; height: 25px;" type="text"/>		23-16 <input style="width: 40px; height: 25px;" type="text"/>		42-34 <input style="width: 40px; height: 25px;" type="text"/>		73-64 <input style="width: 40px; height: 25px;" type="text"/>		104-98 <input style="width: 40px; height: 25px;" type="text"/>

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

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
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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."*

Count by 10's for me....Stop at 100..... <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">Level A</div> <div style="border: 1px solid black; width: 40px; height: 25px; margin: 5px auto;"></div> </div>	↓	Count by 10's starting at 67.... Stop at 117..... <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">Level C</div> <div style="border: 1px solid black; width: 40px; height: 25px; margin: 5px auto;"></div> </div>	↓
Count by 10's starting at 6.... Stop at 66..... <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">Level B</div> <div style="border: 1px solid black; width: 40px; height: 25px; margin: 5px auto;"></div> </div>	↓	Count by 10's starting at 158.... Stop at 208..... <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">Level D</div> <div style="border: 1px solid black; width: 40px; height: 25px; margin: 5px auto;"></div> </div>	↓
Count by 10's starting at 39.... Stop at 109..... <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; width: 40px; margin: 0 auto;">Level C</div> <div style="border: 1px solid black; width: 40px; height: 25px; margin: 5px auto;"></div> </div>	↓		

Numerical 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	↓

Numerical 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 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

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 Part: 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

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 $2 + \square = 5$

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

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.***

12

Random/Counts up
Partial Structure
Knowledge of Structure

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?***

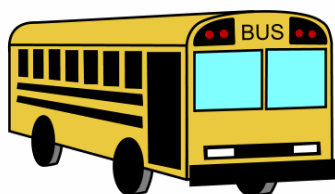


Fingers or Objects

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?***

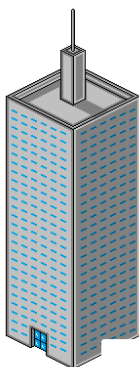


Fingers or Objects

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

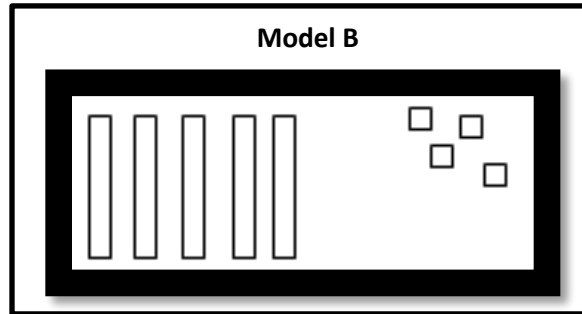
Counts On

Facile/Flexible

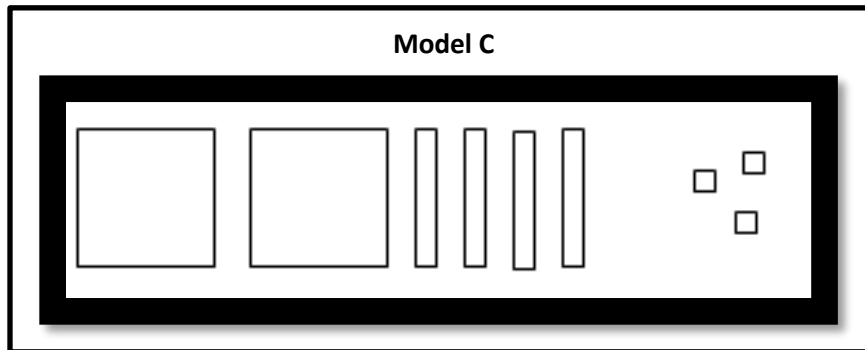
Model A



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:

$$7 + 6 =$$

$$8 + 4 =$$

$$9 + 6 =$$

$$8 + 7 =$$

$$10 - 7 =$$

$$7 - 6 =$$

$$15 - 8 =$$

$$14 - 6 =$$