

## Counting Jar Assessment Administration

### Checklist: "The Break Down"

#### To Compile Before Assessing:

- ☐ A Class Profile sheet
- ☐ One student assessment sheet **per student**
- ☐ One counting jar with 43 tiles (optional piece of felt)

#### The Assessment:

- ☐ Pull one student at a time to a quiet location
- ☐ Ask them, "How many tiles are in this jar?"
- ☐ Have them solve. (If the estimate, guess, or predict say, "Can you prove it?")
- ☐ Observe and take notes while the student counts
- ☐ When then finish have them double check.
- ☐ Pay particular attention to:
  - 1. Accuracy
  - 2. Sloppy vs. Organized counting
  - 3. Method of counting
    - a. 1s, 2s, 5s, 10s, etc
    - b. Construction with tiles

#### The End:

- ☐ Paperclip all assessments together
- ☐ Place the class cover sheet on top.

# Counting Proficiency Assessment

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

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: (Number of objects \_\_\_\_\_)

Evaluation of student's counting of a set of objects:

- **One-to-One Correspondence:** Does the student match the object to the count?  
solid  
sloppy  
weak or none
- **Cardinality:** Does the student name the set by the last number counted?  
solid  
apparent  
uncertain
- **Keeping Track:** Was the student deliberate and careful?  
deliberate and careful  
weak evidence of deliberateness and care  
no evidence of deliberateness and care
- **Organization:** How did the student group or arrange their objects?  
groups (group size \_\_\_\_\_)  
ones
- **Quantity:** Did the student attach units to number of items in the set? (ex. "I counted 60 chips")  
number and unit  
number only
- **Accuracy:** Was the student accurate?  
accurate  
minor errors (final count \_\_\_\_\_)  
major errors (final count \_\_\_\_\_)

Profile Rating:

**Exemplary**  
**Proficient**

**Emerging**  
**Limited**

# Classroom Counting Profile

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

Profile Level	Profile Criteria	Students
<b>Exemplary</b>	Number Names: No errors (understands patterns beyond 20s) One-To-One Correspondence: Solid understanding Cardinality: Solid understanding Order Irrelevance: Demonstrates flexibility Keeping Track: Deliberate and careful <b>Organization: Groups larger than one (includes skip-counting)</b> <b>Quantity: Attaches units to number of items in a set (quantifies)</b> <b>Accuracy: Consistently accurate</b> <b>Number Sizes: Beyond 43</b>	
<b>Proficient</b>	Number Names: No errors (recognizes patterns in 20s & 30s) One-To-One Correspondence: Solid understanding Cardinality: Solid understanding Order Irrelevance: May not demonstrate flexibility Keeping Track: Deliberate and careful <b>Organization: Counting by ones</b> <b>Quantity: Usually attends only to number names (without units)</b> <b>Accuracy: Usually accurate</b> <b>Number Sizes: Up to 43</b>	
<b>Emerging</b>	Number Names: Stable order; <b>minor sequence errors; notices differences between teens and 20s; exploring patterns in 20s &amp; 30s</b> One-To-One Correspondence: <b>Some sloppiness</b> Cardinality: Apparent understanding Order Irrelevance: No evidence Keeping Track: <b>Weak evidence of deliberateness and care</b> Organization: Only attempts to count by ones Quantity: Attends only to number names (without units) Accuracy: Common minor errors Number Sizes: Between 20 and 43	
<b>Limited</b>	Number Names: <b>Major errors in order or instability in order</b> One-To-One Correspondence: Weak (rote count does often not match object count) Cardinality: Uncertain that final count provides the total count Order Irrelevance: No evidence Keeping Track: No evidence of deliberateness Organization: Only attempts to count by ones  Quantity: Attends only to number names (without units)  Accuracy: Frequently major errors in accuracy Number Sizes: Less than 20	