Section I: Rote Counting (These objectives do not require recognition of numerals. They are focused on the rote number sequence.) It may be helpful here to simply check the tasks that the student can do and place an "X" by the ones they cannot, then make note of what the student does if different from the task.

1. *Sample Task: "Start counting at 1. I'll tell you when to stop." (Stop at 50)*
2. *Sample Task: "Start counting at 34. I'll tell you when to stop." (Stop at 70)*
3. *Sample Task: "Count by 10's. I'll tell you when to stop." (Stop at 100)*
4. *Sample Task: "Start counting at 90. I'll tell you when to stop." (Stop at 112)*
5. *Sample Task: "Start counting backwards from 89. I'll tell you when to stop." (Stop at 78)*
6. *Sample Task. "Start counting at 198. I'll tell you when to stop." (Stop at 213)*
7. *Sample Task: "Count by 2's. I'll tell you when to stop." (Stop at 30)*
8. *Sample Task: "Count by 5's. I'll tell you when to stop." (Stop at 110)*
9. *Sample Task: "Start at 90 and count by 5's. I'll tell you when to stop." (Stop at 125)*
10. *Sample Task: "Start at 39 and count by 10's. I'll tell you when to stop." (Stop at 119)*

Teacher Observation Notes:

partial X 1. 1 → (39, 50,) 40 . . . . 50 ✓

partial X 2. 34 → (62, 65) 66, 67, 68, 69, 70

3. ✓

(SC) ✓ 4. 90 → 109 (paused) 110, 113, 111, (SC) 110, 111, 112 ✓

partial X 5. 89 → 83 (81, 80, 70 x no not 10), 79, paused 78, 77 ✓
↘ not 80

X * 6. 198 → 190/10 190/11 190/12, 190/13, 190/14 . . .

partial X 7. 2, 4, 6, 8, 12, (used fingers now) (SC) 10, 14, What helps you count by 2's - my fingers Add 2 more fingers

partial X 8. 5, 10 . . . → 100 (stopped)

Additional Questions Asked:

How can you keep going? Add 5. Can you add 5 to 100. No

X 9. I DK Can you show how to make 95 using cards? ✓ Able to do 95 ☺

X 10. 39 Make 39 with number cards. Point to tens place. (Pointed to ones)

Section II: Counting Objects and Writing Numbers

11. *Sample Task: Arrange a set of objects first in a line. Have the student count these. Observe their counting strategy and how they keep track of the objects. Arrange another set of objects in an array with rows and columns. Observe the count. Finally, arrange a set of objects in a circle or scattered formation. Observe the count. (Note: The goal here is to observe if the student has one-to-one correspondence skills or not)*

Teacher Observation Notes:

✓ (A) Started using fingers (1 on 1 corresp) Then continued to add. Checked himself. Then changed answer. Went back to original. 8

✓ (B) 3, 6, then counted by ones ... 15. Went back and counted one by one ... 15

✓ (C) Moved items to one pile counting by 1's. At the end counted 2 at a time ... 24. Went back and checked work

Additional Questions Asked:

12. *Sample Task: Provide the student with a set of objects no greater than 20 (cubes, counters, etc.). "Count the objects and write how many on a piece of paper."* (Note: If the student cannot write the number, but counts correctly, provide a set of numeral cards and see if they can select the number that matches their count.)

Teacher Observation Notes:

Counted by twos, then ones

✓ 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 Checked again.

How he wrote answer.

①	② Then	③ Last
17	15	17

Additional Questions Asked:

13. *Sample Task: Give the student a numeral card no greater than 20 or write a number within 20 for the student. Have the student count out that number of objects to represent the given number.*

Teacher Observation Notes:

✓ Number 16

Counted objects to 17. Then went backt counted to 16 (accurate)

Additional Questions Asked:

Section III: Place Value

14. *Sample Task: "Write... (18, 25, 113, 307, 567)"*

X partial

Teacher Observation Notes:

18

25

11E

317 (X) Told me he didn't know how to write it. This says 17 Mrs. Bishop)

567

Additional Questions Asked:

Why is it not 307? It says 317.

15. *Sample Task: "Read these numbers... (14, 31, 89, and 209)" (Write these on a white board or piece of paper for the student).*

X partial

Teacher Observation Notes:

14 ✓
31 ✓
89 ✓
209 – 2hundred ninety X

Additional Questions Asked:

16. *Sample Task: Provide paper, pencil, and 23 counters for this task. "How many counters are here?" Point to the group of 23 counters. Observe the count and proceed regardless of errors or miscounts. "Can you write that for me?" Observe numeral formation and proceed regardless of errors. Point to the 3 or the digit in the ones place and say, "Can you show me with the counters what this part means?" Point to the 2 or the digit in the tens place. "Use the counters to show me what this part means." (If the student is successful with 23, then move onto this next question: "What would you need to be able to show me this?" Point to the number 123 written down.)*

X

Teacher Observation Notes:

(A) Counted by 1's ...23 Wrote 28
(B) showed 3 counters
(C) showed 2 counters How did you know? - 2 tens

Additional Questions Asked: Repeated questions for C above.

17. *Sample Task: Have 12 manipulatives set out for the student, NOT arranged by tens and ones. DO NOT USE NUMBER DISKS. "Here are 12 _____ (fill in with whatever material you use, i.e. blocks, counters, etc.) For this number 12, do you have enough to make a ten? Would you have any leftover? If so, how many would be left over?" (If the student is successful with 12, then repeat the same task with the number 40 and record the results below.)*

Teacher Observation Notes:

✓ (A) Yes Recounted for accuracy

✓ (B) Yes. 2 left over

Additional Questions Asked:

(A) Yes How do you know? 40 is more than 10.

(B) Yes IDK

How do you think you could ✓ figure it out?

Began to separate 10 and count remaining. Then separated them in groups of ten. Counted by 10's. Said 30 left.

18. *Sample Task: "What number would you write to show 14 tens and 2 ones?" "Can you show me that number with base-ten blocks? Can you show me the number with number disks?"*

Teacher Observation Notes:

X (A) Unknown

X (B) Chose 4 tens (rods) and 14 ones
Rephrased again.. Began counting rods by 10 ... 10, 20, Stopped by 20 (2 rods). I cannot make 14 tens. Why? I know 20 is too high for 14.

Additional Questions Asked: