Assessment 1: Rote Counting

Materials: None
Recording: Record the highest number the child counts to in the grouping.

Suggested Questions and Procedures:
- “How far do you think you can count?”
- “Count for me.” (Child counts as far as he or she can go.)
- If the child counts confidently to 100 and stops, ask “What’s after 100?”

Extension: If the child counts with ease by one’s, try two’s, five’s, ten’s.

"ONE, TWO, THREE…"

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Assessment 2: One-to-One Correspondence

Materials: 24 beans
Recording: Record the largest amount of beans counted correctly.

Suggested Questions and Procedures:
- Put out three groups of beans: a group of 4, a group of 8 and a group of 12.
  “Count a group of beans for me please.”
- If the child comfortably counts the group, then try a larger number of objects. If the child has difficulty counting the group he or she choses, then try a smaller group of objects.

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Assessment 3: Instant Recognition

Materials: 14 beans
Recording: Circle numerals indicating the number of objects identified.

Suggested Questions and Procedures:
- Make separate groups of 2, 3, 4, & 5 beans.
  “Show me the group of two beans, ...four beans, ...three beans, ...two beans, ...five beans…”
Extension: Check to see if the child can count a group of objects in any order.

Materials: 5-10 objects with at least one distinctly different attribute  
(e.g., colored blocks, miniature toys or animals)  
Recording: Record the results in the space left for anecdotal notes.

- Place five objects in a row on the table. (e.g., five different colored cubes)  
  "Please count the objects." (Child counts and tells the total.)
- Now ask the child to count the objects again, beginning with a different object.  
  "Begin with the (blue cube) and count all the (cubes)."
- Next ask the child to count all the objects. Tell the child which object to count  
  last. "Count the (cubes) again. This time count the (green cube) last."
- If the child can comfortably count five objects in any order, increase the number  
  of objects.