



# ONGOING ASSESSMENT

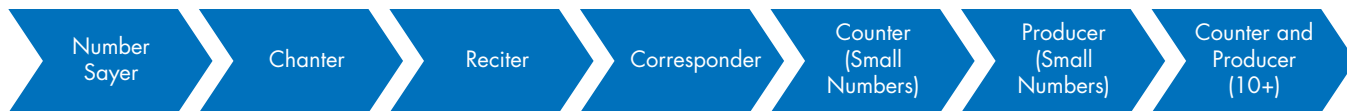
## DIRECTIONS

Use this tool to support differentiated instruction by using ongoing assessment of children’s counting skills. Take detailed notes about what numbers children can successfully count. Consider taking notes while the child is counting and producing sets of objects to help you understand the child’s developmental level. See the example below.

## EXAMPLE

### COUNTING LEARNING TRAJECTORY

(see LearningTrajectories.org)



CHILD	NUMBERS	IT LEVEL
Nita	VC "2, 4...3" C 2 some corr. P 1	Number Sayer
Ming	None in English	? check 1 <sup>st</sup> language
Maria	C 1-5 (card.) P 1, 2, 3	Counter (Small Numbers)
José	C 3, 4 corr. – no cardinality	Corresponder

VC: Verbal Counting  
C: Object Counting  
P: Possible Level

## YOUR OBSERVATION

Date: \_\_\_\_\_ Classroom: \_\_\_\_\_ Child: \_\_\_\_\_

### COUNTING LEARNING TRAJECTORY

(see [LearningTrajectories.org](http://LearningTrajectories.org))



CHILD	NUMBERS	LT LEVEL