Assessment Means Form: Object Counting

Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation and Task).

General Teacher Instructions: The teacher should look for examples of children spontaneously counting in the classroom as well as in any other setting where the teacher observes the child such as in the hall, in the cafeteria, or on the playground. The world is full of things to count. Teachers should provide numerous opportunities throughout the day for children to demonstrate their ability to count objects. The teacher does not need to wait for a child to spontaneously count objects. The teacher may ask a child to count when he/she identifies an opportunity at any time during the school day. If a teacher observes a child counting more objects than what is specified at a given skill level of the progression, the teacher may use that observation as evidence for the level (e.g., seeing a child count 10 objects in a line provides evidence the child can count 4-6 objects in a line).

For the purposes of placing a child on the progression, it is preferable to observe the child counting three-dimensional objects; however, observing a child correctly counting two-dimensional items (e.g., pictures or illustrations of objects) provides evidence that the child could count the three-dimensional objects. For example, observing the child correctly counting a picture of five objects in a line provides evidence the child can count five objects placed in a line. The inverse is not true; incorrectly counting objects in a picture does not mean the child would incorrectly count three-dimensional objects.

There are many kinds of instructional supports that will help a child learn to count. When collecting evidence for determining a child's learning status, do not use these supports because the goal is to identify what the child is able to do on his or her own. Some of the supports that a teacher should NOT use when collecting evidence include:

- Pointing to the objects or helping the child point to the objects while the child is counting
- Suggesting that child point to the objects when counting
- Suggesting that the child use one number word for each object
- Counting aloud with the child
- Suggesting that the child slow down as she or he counts, and
- Suggesting the child use something to help keep track of objects (e.g., use a bowl for objects that have been counted).

Observation Instructions: Observe children counting in a variety of settings with a variety of materials. Observe counting with the "ideal materials" (see below) whenever possible or, at a minimum, be sure to give the child a chance to count these kinds of objects if he or she is having difficulty with objects that don't have these characteristics.

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Potential Opportunities for Observation	Potential Materials
➢ Classroom, library, cafeteria, playground, hallways, field/walking trips	➢ Math manipulatives (e.g., blocks, tiles) ➢ Concrete objects (e.g., chairs, books, crayons, markers, rocks, leaves) ➢ Food items (e.g., crackers, fruit) ➢ Ideal materials used for object counting have the following attributes: interesting and engaging to the child, easy for the child to move and stable enough to stay in place (e.g., buttons rather than marbles), large enough for a child to see and easily manipulate and for a teacher to observe and distinguish between objects, of sufficient contrast to the background (e.g., floor or table), familiar to most children.

Observation Prompts: When observing a child or children arranging or playing with a set of objects, the teacher could ask, "How many are there?" or "Could you give me 4?" (or 6 or 8, etc.). The teacher also can rearrange the objects after they have been counted and then ask, "How many are there?" to see if the child knows the number stays the same. For children who can correctly count 18-20 objects, the teacher can add one more, ask "How many are there?" and observe which strategy the child uses.

The Situation below provides one example of how to collect evidence for cardinality (i.e., the child knows the last number counted is the number in the set.). Children who can consistently can give you a requested number ("Can you give me 6 crayons?" "Can you put out 5 pieces of paper?") are demonstrating cardinality. We recommend that teachers NOT ask the child who has just counted a set once "How many would there be if you counted them again?" Immediately giving the same number again would show the child understands that the last number counted is the number in the set whereas counting the objects again would suggest the child does not know this and sees a need to count them again. Some children, however, misinterpret the "how many if you count again" question to mean they made a mistake and think the teacher is suggesting they should count the objects again. We recommend not using the "how many if you count again" question because it can difficult to know how to interpret children's responses.

Placing a Child on a Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as "Emerging" for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Every piece of evidence helps a teacher narrow in on a child's learning status on the progression. See the example below for Anthony. During the first observation, the teacher sees Anthony correctly counting out a set of 7 objects and makes a note capturing that information. This first piece of information suggests that Anthony is at least at Skill E but the teacher needs more information. Anthony might be much higher on the progression. With the second observation, the teacher sees Anthony struggling with counting 15 correctly. He knows the number words correctly to 15 but he is not able to keep track of what he counted (evidence that Anthony has not mastered Skill G). From this same observation, the teacher has evidence that he can correctly count out 8-10 objects (Skill F). For the third observation, the teacher asks Anthony to get 10 markers out of the basket. He does this correctly. The teacher makes a note of

what was observed. The teacher now has two examples of Anthony being able to count out sets of up to 10 (Skill F) and one example where he could not count out 15. Based on this evidence, the teacher decides Anthony's learning status is Skill F.

Teacher's Notes for Anthony

1. Date: 9/4/15 ☑ Observation ☐ Situation ☐ Task Number words to 7 1-to-1 correspondence (Y) N Kept track (Y) N Cardinality Y N Conservation Y N Correctly counted out 7 blocks from a larger set. (Evidence for Skill E)
2. Date: 9/7/15 ☑ Observation ☐ Situation ☐ Task Number words to 15 1-to-1 correspondence Y (N) Kept track Y (N) Cardinality Y N Conservation Y N Tried to count 16 counting bears but skipped one around #12. (negative evidence for Skill G; positive evidence for Skill F). I rearranged the bears and asked Anthony "How many there are now?" He immediately said 15. (Evidence for Skill D – Conservation)
3. Date: 9/11/15 ☑ Observation ☐ Situation ☐ Task Number words to 10 1-to-1 correspondence (Y) N Kept track (Y) N Cardinality Y N Conservation Y N Correctly counted out 10 markers easily from the basket. (Evidence for Skill F)

Contrast this with a second example. For the first observation, the teacher observes the Xin incorrectly counting out 6 objects from a larger set (negative evidence for Skill C). Xin knows the number words but does not assign one word to each object and ends up saying 8 instead of 6. For the second observation, the teacher places four small blocks in a line and asks Xin "How many are there?" Xin points slowly to each one, counts aloud, taps the last block and says "4" (Evidence for Skill B). The teacher then puts 6 blocks in a line and asks Xin "How many are there?" Xin again points slowly to each block while counting aloud. She says "6" when she touches the last block. The teacher records the behavior and notes evidence for Skill B. Based on these observations, the teacher decides that Xin's learning status s Skill B.

Some teachers might want to collect more evidence to be confident in their placement. The more evidence collected, the more confident the teacher can be about having identified the child's learning status.

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The Notes boxes include some "organizers" that teachers might want to use to easily and consistently capture what they are seeing when a child is observed. These are:

- **Number words to ____**: what was the highest number word the child correctly demonstrated?
- **1-to-1 correspondence**: did the child correctly apply one number word to each object?
- **Kept track**: was the child able to keep track of which objects had and had not been counted?
- **Cardinality**: did the child show an understanding that the last number counted is the number in the set?
- **Conservation (number identity)**: did the child show an understanding that the number in the set stays the same unless objects are added or taken away?

If the child did not do anything to allow the teacher to learn about one or more on the above list while the teacher was watching, the organizer would be left blank. The organizers are optional and if the teacher does not find them helpful, all of them can be left blank.

Object Counting Observation Instructions (by Skill Level) & Examples

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	Displays early counting behavior with 4-6 objects arranged in a line (i.e., says or indicates some number words while pointing to the objects but does not count all of the objects correctly).	Observe the child counting 4-6 objects arranged in a line.	*Karen is counting her five crayons before she begins her art project. She touches each crayon as she says the number words out loud, "1, 3, 2, 5, 6."* (Error: Using number words incorrectly)
B	Consistently counts 4-6 objects in a line correctly.	Observe the child counting 4-6 objects arranged in a line.	*Tameka begins exploring the acorns at the science center. When counting objects, she lines them up, touches each one and says, "1-2-3-4-5".*
C	Consistently counts 4-6 objects in a scattered arrangement correctly.	Observe the child counting 4-6 objects in a scattered arrangement (i.e., objects must be in a scattered configuration - not in a line, circle, or pattern).	*Teisha is on the playground counting six leaves that have fallen to the ground in a scattered arrangement. She points to each leaf and says "1-2-3-4-5-6."* *When Taran's mobility specialist lines up his paints and art supplies on the table, Taran counts each one "1, 2, 3, 4, 5, 6."*
D	Knows the last number word used while counting is the total quantity and that the value of a collection of objects does not change unless objects are added or removed.	Observe the child counting objects arranged in a line or in a scattered arrangement looking for spontaneous demonstrations of cardinality and/or conservation.	<u>Cardinality Examples:</u> *When counting objects, Erik says, "1-2-3-4-5. I have 5 blocks";* <u>Conservation Examples:</u> *Benjamin and Davion playing a game with cards. Benjamin asks Davion, "How many cards do you have left?" Davion responds by counting the cards, "1-2-3-4-5-6. I have six cards left." After counting the cards, Davion drops the six cards on the floor. He picks up all of the dropped cards and says, "I still have 6 cards left."*
E	Consistently counts out 4- 6 objects from a set of more than 10 objects.	Observe the child counting out 4-6 objects from a set of more than 10 objects.	*The teacher observes two children playing marbles. Anna says to Elijah, "Can you give me five marbles from the bag?" Elijah pulls five marbles one at a time from a large clear bag of marbles (i.e., a bag with more than 10*

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
			marbles) and correctly counts each one as it is pulled out of the bag - "1-2-3-4-5". Elijah gives the five marbles to Anna.
F	Consistently counts out 8- 10 objects from a set of more than 10 objects.	Observe the child counting out 8-10 objects from a set of more than 10 objects.	*The teacher observes Demetrius and Lola coloring. The teacher asks Demetrius to give her 10 crayons from the crayon bin that is between him and Lola. Demetrius correctly counts 10 crayons from the bin and gives the 10 crayons to the teacher.*
G	Correctly counts 18-20 objects in a scattered arrangement.	Observe the child counting 18-20 objects in a scattered arrangement (i.e., objects must be in a scattered configuration - not in a line, circle, or pattern).	*When counting objects, the teacher observes Angelica playing with Legos. The teacher sits down with her and pulls 20 Legos from the bin (without counting them aloud). The teacher places the 20 Legos randomly in front of Angelica. The teacher asks her to count the Legos. Angelica correctly counts the randomly arranged Legos using only one number for each object, using the appropriate number words in the correct order, and keeping track of objects that have and have not been counted.*
H	Uses beginning strategies (i.e., counting again from one or by repeating the cardinal number in the original set and then counting on) to find the new total when one object is added to a set of 6-10 objects	Observe the child's strategies to find the new total when one object is added to a set of 6-10 objects.	*The teacher observes Roberto playing a card game with Leia. He counts out six cards aloud from the deck. Then he takes one more card. Roberto then counts all of the cards aloud again and says, "Now, I have seven cards."* *Leia is playing cards with Roberto, Roberto pulls seven cards from the deck for her as she counts them aloud. Leia's aide asks Roberto to pull one more card from the deck and place it on the table in front of Leia. Leia then says "7, 8; I have 8 cards now".*
I	Produces the correct number (without pause) when one object is added to a set of 6-10 objects.	Observe the child's strategies to find the new total when one object is added to a set of 6-10 objects.	*Brittany and Mario have jobs as cashiers in their class market. Brittany accurately counts the pennies in the cash register and tells Mario, "We have nine pennies." Mario sees an extra penny on the floor, picks it up, hands it to Brittany and says, "Now we have ten pennies!"*

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
J	Produces the correct number automatically (without pause) when two objects are added to a set of 6-10 objects.	Observe the child 's strategies to find the new total when two objects are added to a set of 6-10 objects.	*Sarah and Zola are playing in their class market. Sarah counts out eight coins and then says to Zola, "Can you give me some more coins?" Zola gives her two additional coins and Sarah says, "Now, I have ten."*

Object Counting Situation

Hey! Let's go to the Store!

Purpose: In this activity children will be given "money" to buy things at the store. The children will be counting the "money" and the things they are buying at the store. During the activity, the teacher will observe a variety of activities related to object counting.

Situation Instructions: The teacher introduces the children to the "Hey! Let's Go to the Store!" activity. The teacher engages the children in a discussion about going to the store and what happens at the store. The teacher can ask the children to share their personal store experiences. After the discussion, the teacher explains that they will work together at the classroom store. The teacher tells the children they will be using their "money" to buy items at the store. The teacher should not give any feedback on whether or not the children counted any objects correctly. The teacher should take notes throughout the activity on each child's performance.

Suggested Group Size: Small group (3-4 children)

Situation Prompts:

- **Step 1 (Skills A, B & D):** The teacher gives each child 4-6 pennies arranged in a line (with each child receiving a different number of pennies) and asks each child, "How many pennies do you have?" As each child counts his/her pennies, the teacher observes each child's counting behavior. If the child does not repeat the cardinal number after counting, the teacher should ask, "How many pennies do you have?"
- **Step 2 (Skills C & D):** The teacher tells the children to pretend they are shopping with a parent (or the person selected by a child). The teacher places 4-6 objects in a scattered arrangement in front of each child (with each child receiving a different number of objects) and says to each child, "Your [person] put [objects] in the shopping bag. How many [objects] do you have?" The teacher asks each child to count his/her objects. As each child counts his/her objects, the teacher observes each child's counting behavior. If the child does not repeat the cardinal number after counting, the teacher should ask, "How many [objects] do you have?"

Materials

- ✓ **Any materials that can support an activity where students are buying items from a store. If these materials are not available, the teacher may use other manipulatives to represent these objects**
  - **Collection of pennies or objects to serve as coins**
  - **Collection of various objects that children might buy (e.g., plastic fruit or Legos to serve as "pretend fruit", small cereal boxes from dramatic play area, etc.)**

NOTE: If the teacher chooses to use a different situation, the materials used should be appropriate for the activity.

- **Step 3 (Skill D)**: The teacher describes a scenario such as the following: Mom buys some "oranges" (or any other related object) at the store and puts them in a bag. The bag breaks and the "oranges" fall on the floor (teacher picks up the oranges and drops them in a way that the child can see all of the objects). The teacher says, "There were 8 oranges in the bag when it broke, how many oranges are on the floor?" The teacher asks each child one at time to indicate the number of objects on the floor. If the teacher suspects that a child is imitating the previous child, the teacher may also ask, "How do you know that?"
- **Step 4 (Skill G)**: The teacher gives each student 18-20 pennies (with each child receiving a different number of pennies, if possible) and asks each child how many pennies he/she has. If the teacher suspects that most of the children in the group are not be able to demonstrate this skill, the teacher may proceed to Step 5 and 6 (Skills E and F) in this activity. If all of the students perform Step 4/Skill G correctly, the teacher should proceed to Step 7 in this activity.
- **Step 5 (Skill E):** The teacher tells the children they are now going to buy some items at the store. The teacher places at least 10 pennies (from the set of 18-20 pennies previously presented to each child) in front of each child and asks the children what they would like to buy from the store. After a child says what he/she would like to buy, the teacher says "That costs 5 pennies. Please give me 5 pennies."
- **Step 6 (Skill F)**: The teacher tells the children they are now going to buy something else at the store. The teacher places at least 11 pennies in front of each child and asks the children what else they would like to buy from the store. After a child says what he/she would like to buy, the teacher says, "That costs 10 pennies. Please give me 10 pennies."
- **Step 7 (Skill H, I, J)**: During this part of the activity, the teacher works with one child at a time. The teacher tells the child he/she can pick something out to buy from the store. The teacher picks out 6-9 objects for the child (with each child receiving a different number of objects), places the objects in front of the child, and tells how many objects he/she has (e.g., "You chose to get apples. Here are 7 apples"). The teacher places an additional object with the original set, and asks, "How many are there now?" If the student automatically indicates the correct total number, the teacher places two additional objects with the set and asks, "How many are there now?"

Object Counting Task

Purpose: This Task provides teachers with a structured process for collecting evidence to help determine a child's learning status on the Object Counting Progression. The Task is meant to supplement evidence that the teacher has already collected through Observations or use of the Situation. The Task is made up of eight subtasks which address different skills within the progression.

Suggested Group Size: 1-2 children

Situation Instructions:

The teacher can start at any skill level (subtask) and then move to another skill level depending on what the child does. If the child successfully completes the subtask at a particular skill level, the teacher should move to a more difficult skill level. The teacher does not need to move through each subtask one at a time in order. If it appears that the child's skill level is considerably higher, the teacher can skip to several levels higher. If the child cannot do a subtask, the teacher should move to an easier skill level. The teacher needs to use his or her best judgment of where to go next based on how easy or difficult the subtask was for the child. The teacher always has the option to repeat a subtask another day if the child appeared tired or distracted. A child's status can be determined more efficiently if the teacher already has some evidence about the child's skill level and begins with the subtask at that level.

Materials

- ✓ **Math manipulatives (e.g., blocks, tiles)**
- ✓ **Concrete objects (e.g., crayons, markers)**
- ✓ **Food items (e.g., crackers, fruit)**

If the teacher does not have any evidence from an Observation or the Situation for a skill level, the teacher can repeat the subtask at the skill level with a similar but slightly different number of objects to obtain a second example of positive evidence.

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Subtask A/B
Skill A: Displays early counting behavior with 4-6 objects arranged in a line
Skill B: Consistently counts 4-6 objects in a line correctly

Teacher Instructions:
Arrange 5 objects in a line in front of the child.

Ask the child: *"How many are there?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Correctly counts aloud to "5"	NA	NA	Number words to: 5 1-to-1 correspondence Y Kept track Y	Positive evidence for Skill B
Says any number but does not count aloud	Ask the child to count aloud	Counts aloud incorrectly	Record highest number word correct and nature of error	Negative evidence for Skill B Positive evidence for Skill A
		Correctly counts aloud to "5"	Number words to: 5 1-to-1 correspondence Y Kept track Y	Positive evidence for Skill B
Counts aloud incorrectly	NA	NA	Record highest number word correct and nature of error	Negative evidence for Skill B Positive evidence for Skill A
Does not say a number word	NA	NA	Describe what the child said and did	Negative evidence for Skill A

[If teacher only has one piece of positive evidence for B, repeat task with 6 objects]

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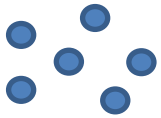
Subtask C
Skill C: Consistently counts 4-6 objects in a scattered arrangement correctly

Teacher Instructions:
Arrange 6 objects in a scattered pattern in front of the child.



Ask the child: *"How many are there?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to record	Evidence
Correctly counts aloud to "6"	NA	NA	Number words to: 6 1-to-1 correspondence Y Kept track Y	Positive evidence for Skill C
Says any number but does not count aloud	Ask the child to count aloud	Counts incorrectly	Record highest number word correct and nature of error	Negative evidence for Skill C
		Correctly counts aloud to "6"	Number words to: 6 1-to-1 correspondence Y Kept track Y	Positive evidence for Skill C
Counts aloud incorrectly	NA	NA	Record highest number word correct and nature of error	Negative evidence for Skill C

[If teacher only has one piece of positive evidence for Skill C, can repeat task with 5 objects]

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Subtask D

Skill D: Knows the last number word used while counting is the total quantity and that the total number of objects does not change unless objects are added or removed

Teacher Instructions:
Arrange 7 objects in a scattered pattern in front of the child.
Ask the child, *"How many are there?"*
After child counts them (either correctly or incorrectly), say to the child: *"I am going to write down how many you counted. Tell me again how many there are?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Says "7" without recounting	NA	NA	7 Cardinality Y	Positive evidence for Skill D
Recounts	NA	NA	Cardinality N	Negative evidence for Skill D

Subtask D

Skill D: Knows the last number word used while counting is the total quantity and **that the total number of objects does not change unless objects are added or removed**

Teacher Instructions: Rearrange the 7 objects.

Ask the child, *"Now how many are there?"*

Child's Initial Response	Teacher Follow-up	Child's Response	What to Record	Evidence
Says "7" without recounting	NA	NA	7 Number conservation Y	Positive evidence for Skill D
Recounts	NA	NA	Number conservation N	Negative evidence for Skill D

[If teacher only has one piece of positive evidence for both parts of Skill D, can repeat task with 6 objects]

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Subtask E
Skill E: Consistently counts out 4-6 objects from a set of more than 10 objects

Teacher Instructions:
Place approximately 20 objects in front of the child.
Say to the child *"Give me 5 [name of object]."*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Gives teacher 5 objects	NA	NA	Number words to 5 1-to-1 correspondence Y Kept track Y Cardinality Y	Positive evidence for Skill D (cardinality) AND Positive evidence for Skill E
Gives the teacher an incorrect number of objects	NA	NA	Record the nature of the error (if possible)	Negative evidence for Skill D

[If teacher only has one piece of positive evidence for Skill E, can repeat task with 6 objects]

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Subtask F **Skill F: Consistently counts out 8-10 objects from a set of more than 10**				
Teacher Instructions: Place approximately 20 objects in front of the child. Say to the child *"Give me 10 [name of object]."*				
Child's Initial Response	**Teacher Prompt**	**Child's Response**	**What to Record**	**Evidence**
Gives 10 objects to the teacher	NA	NA	Number words to: 10 1-to-1 correspondence Y Kept track Y Cardinality Y	Positive evidence for Skill D (cardinality) AND Positive evidence for Skill F
Gives the teacher an incorrect number of objects	NA	NA	Record the nature of the error if possible	Negative evidence for Skill F

[If teacher only has one piece of positive evidence for Skill F, can repeat task with 8 objects]

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Subtask G
Skill G: Correctly counts 18-20 objects in a scattered arrangement

Teacher Instructions:
Place 20 objects in front of the child. Make sure the objects are in a scattered arrangement.
Say to the child *"How many are there?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Correctly counts to "20"	NA	NA	Number words to: 20 1-to-1 correspondence Y Kept track Y Cardinality Y	Positive evidence for Skill G
Says an incorrect number	NA	NA	Record the highest number word said in correct order and nature of the error if possible	Negative evidence for Skill G

[If teacher only has one piece of positive evidence for Skill F, can repeat task with 18 objects]

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Subtask H/I
Skill H: Uses beginning strategies (i.e., counting again from one or by repeating the cardinal number in the original set and then counting on) to find the new total when one object is added to a set of 6-10 objects.
Skill I: Produces the correct number automatically (without pause) when one object is added to a set of 6-10 objects, without counting any of the objects again or repeating the cardinal number in the original set.

Teacher Instructions: Place 6 objects in front of the child in a scattered arrangement.
Say to the child *"There are 6 [name of object] here."* While the child is watching, add one more object to the set. Say to the child *"How many are there now?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Says "7" without pause	NA	NA	Said 7 – without pause	Positive evidence for Skill I
Says "7" after a pause (e.g., appears to be counting silently)	NA	NA	Said 7 after pausing	Positive evidence for Skill H Negative evidence for Skill I
Counts aloud from 1 correctly	NA	NA	Counted to 7 from 1	Positive evidence for Skill H Negative evidence for Skill I
Counts 6-7	NA	NA	Counted on from 6 to 7	Positive evidence for Skill H Negative evidence for Skill I
Says an incorrect number	NA	NA	Record the response and the nature of the error if possible	Negative evidence for Skill H

[If teacher only has one piece of positive evidence for Skill H or I, can repeat task with 8 objects]

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Subtask J
Skill J: Produces the correct number automatically (without pause) when two objects are added to a set of 6-10 objects, without counting any of the objects again or repeating the cardinal number in the original set.

Teacher Instructions: Place 8 objects in front of the child.
Say to the child *"There are 8 [name of object] here."* While the child is watching, add two more objects to the set. Say to the child *"How many are there now?"*

Child's Initial Response	Teacher Prompt	Child's Response	What to Record	Evidence
Says "10" without pause	NA	NA	Said 10 – without pause	Positive evidence for Skill J
Says "10" after a pause (e.g., appears to be counting silently)	NA	NA	Said 10 after pausing	Negative evidence for Skill J Positive evidence for Skill H
Counts aloud from 1 correctly	NA	NA	Counted to 10 from 1	Negative evidence for Skill J Positive evidence for Skill H
Counts 8-9-10	NA	NA	Counted on from 8 to 10	Negative evidence for Skill J Positive evidence for Skill H
Says an incorrect number	NA	NA	Record the child's response	Negative evidence for Skill J

[If teacher only has one piece of positive evidence for Skill J, can repeat task with 10 objects]