## **Counting Collections Performance Rubric**

| LEVEL | NAME                                                            | PERFORMANCE INDICATORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0     | No Counting                                                     | <ul><li>Child declines to participate in the activity.</li><li>Child plays with the materials but does no counting.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1     | Knows Some Number Names                                         | <ul><li>Child names some number words with incorrect order.</li><li>Child represents how many counted and how counting was done incorrectly.</li></ul>                                                                                                                                                                                                                                                                                                                                                                        |
| 2     | Uses Correct Counting Word Sequence                             | <ul> <li>Child uses correct counting word sequence.</li> <li>Child has no strategy for keeping track of the objects in the collection.</li> <li>Child draws how many counted and how counting was done incorrectly.</li> </ul>                                                                                                                                                                                                                                                                                                |
| 3     | Uses 1-1 Correspondence Strategy to Count                       | <ul> <li>Child uses the correct counting word sequence<br/>up to 10.</li> <li>Child uses 1–1 correspondence strategy to<br/>count.</li> <li>Child answers the "how many" question with the<br/>last number counted incorrectly.</li> <li>Child draws how many counted and how<br/>counting was done incorrectly.</li> </ul>                                                                                                                                                                                                   |
| 4     | Counts with Understanding of Cardinality                        | <ul> <li>Child counts objects accurately up to 10.</li> <li>Answers the "how many objects" question correctly.</li> <li>Child represents how many counted and how counting was done correctly.</li> <li>Child can write numerals to represent the last number counted.</li> </ul>                                                                                                                                                                                                                                             |
| 5     | Counts with Cardinality and Uses 1-2 Strategies                 | <ul> <li>Child achieves Level 4 above and one or two of the following:</li> <li>counts beyond 20 correctly</li> <li>uses "counting on" to find out how many objects</li> <li>conceptually subitizes numbers to assist with counting</li> <li>counts by groups or in units such as by twos (2, 4, 6, 8) or by fives (5, 10, 15)</li> <li>knows a number combination (e.g., "3 and 7 is 10. I just know it.")</li> <li>uses organizational tool to assist the counting (lining up or grouping objects to be counted)</li> </ul> |
| 6     | Counts with Cardinality and has Several Strategies for Counting | <ul> <li>Child achieves Level 4 above and three or four of the following:</li> <li>counts beyond 30 correctly</li> <li>uses "counting on" to find out how many objects</li> </ul>                                                                                                                                                                                                                                                                                                                                             |

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## (Continued)

| LEVEL | NAME | PERFORMANCE INDICATORS                                                                                                                                                                                                                         |
|-------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |      | <ul> <li>conceptually subitizes numbers to assist with counting</li> <li>uses skip counting by 2s, 5s, or 10s</li> <li>counts in units</li> <li>knows a number combination</li> <li>uses organizational tool to assist the counting</li> </ul> |

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