

# Counting Data Sheet

This data sheet can be used to track data on rote and one-to-one counting of objects. Each record consists of a number of data fields, and a series of 100 boxes.

## **Date**

Record the date of this particular trial. If you are running more than one counting trial a day, you may want to include the time here, as well.

## **First error/prompt**

Record the first number where the child made an incorrect response or required a prompt. Recording this value will help track how far the child can count without error. Because counting is typically a skill where any error can result in a lot of wasted time, and therefore errorless counting usually the goal, this value is typically of more value than number of errors or percent correct.

## **Total errors/prompts**

Record the total number of incorrect responses or prompts needed to reach the target number.

## **Total items counted**

Record the total number of items counted (the target number for this drill).

## **Percent correct**

Record the percent of correct counting for this trial. To calculate this, divide the total number of correct responses (which you can figure out by subtracting the total number of errors/prompts from the total number of items counted) by the total number of items counted. For example, if your target were for the student to count 50 beads, and he student made six mistakes in doing so, you would calculate his percent correct with  $(50-6)/50$  which equals  $42/50$  which, in turn, equals 84%.

### **Using the number line**

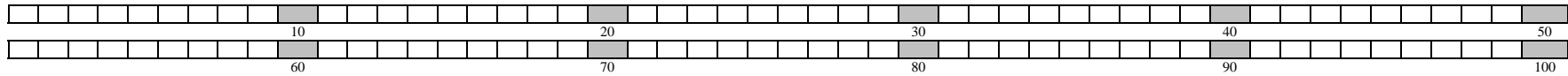
Mark with an “X” the box corresponding to any number to which the child may have responded incorrectly or for which he may have required a prompt (or you may wish to mark prompts with a “P” or possibly something more specific to the prompt – “PV” for partial verbal, etc.). You might want to indicate visually on the line which number was the target number this trial (with a heavy vertical line or some similar mark after that box).

Marking each number missed is often more helpful than simply tallying the total number of mistakes, as patterns of errors can often appear, and teaching can be retargeted to address those numbers with which the child is consistently struggling.

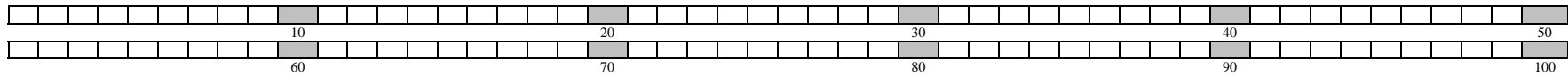
# Counting Data Sheet

Student: \_\_\_\_\_  
 Page: \_\_\_\_\_ of \_\_\_\_\_

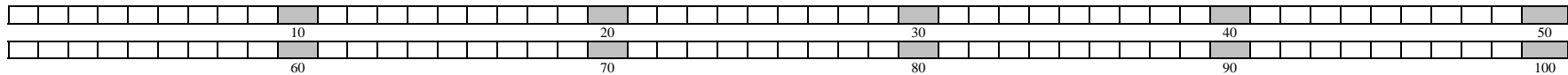
Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %



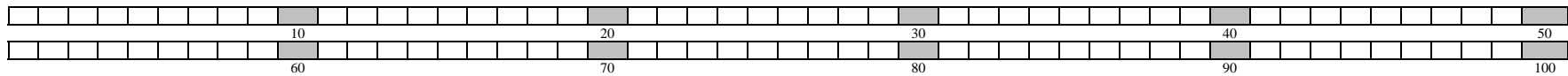
Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %



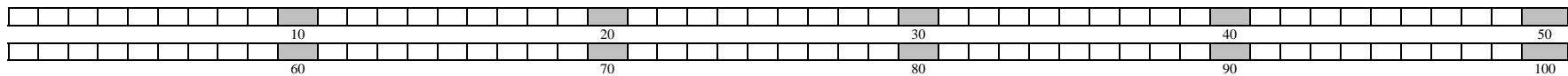
Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %



Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %



Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %



Date: \_\_\_\_\_ First error/prompt: \_\_\_\_\_ Total errors/prompts: \_\_\_\_\_ Total items counted: \_\_\_\_\_ Percent correct: \_\_\_\_\_ %

