Numeracy Assessment – Grade One

Record Sheet for _____   **Date: _____**

Subitizing

(Dot Cards – K/1 BC Early Numeracy Project or FSiM p175) Show the card or collection briefly and ASK: "How many are there?" The child correctly responds to:

    2   3   1   5   4   6   ___   ___   ___

Counting Principles

Counting Principles 1, 2 and 3(a)- Show a scattered collection of 8 items – "Can you tell me how many _____ are here?

        Includes each item only once
        Says the number in the right order
        Moves the items **or** keeps track of the starting point
        Incorrect answer: ___

Counting Principle 5: Leave the counters as they are and ASK: "How many counters are there?" The child:

        Recounts from the start and gets the same number as they did the first count
        Restates the number without counting
        Looks as you as though the question doesn't make sense
        Incorrect answer: ___

Counting Principle 4: Rearrange the 8 counters in a line and ASK: "How many counters are there?" The child:

        Recounts from the start and gets the same number as they did the first count
        Restates the number without counting
        Incorrect answer: ___

Counting Principle 3(b): Arrange a new set of 11 items in a line and ASK: "How many _____ do we have? When you count, begin with this one (point to the middle item). It is number one." The child:

        Counts from middle and includes all items correctly
        Counts from middle and omits first few in the row and says ___

Counting Principle 1 (Skip Counting): Give the child a collection of 15 items and ASK: "How many _____have I given you?" If the child counts by ones, ASK: "Will you get the same answer if you count by 2s?"

        Accurately counts the collection by 1s
        Accurately counts the collection by 2s
        Knows will get the same quantity counting by 2s
        When counting by 2's assigns 16 to the single item instead of 15
        When counting by 2's touches single items and gives the 2 count, reaching 30

If necessary, repeat the activity for a larger collection of items to accurately determine whether or not the child understands that counting by 2s gives the same count as 1s.

Operations

KU 1 and 2: Think of a quantity as combined of parts. FSiM p. 175 – Hide the Jelly Beans. Start with a small collection of objects and have the child count them, then 'hide' some of the objects and ASK: "How many _____ did I hide?" Repeat with different amounts. The child:

Accurately calculates the hidden amount.
Counts on
Subtracts
Makes a reasonable but inaccurate guess and counts to check
Incorrect answer: _____