

Name: _____

Date: _____

Early Numeracy Assessment 1

Assessment Task	Instructions	Supporting Activities
<p>1. Numbers Around You</p> <ul style="list-style-type: none"> Looking for signs of mathematical awareness—what is relevant to the student 	<p>How old are you? When is your birthday? What year were you born?</p> <p>How old will you be on your next birthday?</p> <p>How many brothers or sisters do you have? How old are they?</p> <p>What is your telephone number? Address?</p> <p>Where do you see math in our world?</p>	
<p>2. Does it Change?</p> <ul style="list-style-type: none"> understanding that the amount doesn't change when the arrangement has changed (without counting) 	<p>Start with 11 bears in a group. Ask : How many?</p> <p>Spread out the bears.</p> <p>Are there more bears now? How do you know?</p>	
<p>3. How Many? Trust the Count</p> <ul style="list-style-type: none"> include each item only once in the count say the # names in order keep track of the starting point say how many without counting again 	<p>Scatter 8 bears.</p> <p>Can you count and tell me how many bears there are?</p> <p>Move the bears into another arrangement. How many are there now?</p> <p>Repeat with larger quantities.</p>	
<p>4. Dot Cards</p> <ul style="list-style-type: none"> know at a glance, how many up to 6 (standardized) know at a glance, how many from 4 to 9 (non-standardized) 	<p>Dot cards (two sets—2 colours)</p> <p>Show each card briefly. Ask: How many?</p>	
<p>5. Matching Numerals to Sets</p> <ul style="list-style-type: none"> Matching numerals to quantities 	<p>Set of 10 frames and numeral cards. Can you match them?</p>	
<p>6. More or Less at a Glance</p> <ul style="list-style-type: none"> see more or less at a glance, without counting Know automatically, without counting one more/one less, two more, two less 	<p>Play War with ten frames (0–10)</p> <p>Student need to respond.</p> <p>Ask: Which is more /less each time? By how many?</p> <p>What would 1 more/less or 2 more/less be?</p>	
<p>7. How Many will You Need?</p> <ul style="list-style-type: none"> count the starting group and use that number to get the correct number 	<p>16 bears and 16 yellow cubes (honey pots)</p> <p>Ask the student how many honey pots will you need so each bear has one. Give every bear a honey pot.</p>	

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<p>8. I Wonder How Many</p> <ul style="list-style-type: none"> • makes an estimation, count some, change the estimation– does the student have a closer estimate after stopping 	<p>19 bears in a pile</p> <p>How many do you think there are?</p> <p>How could you check your estimate?</p> <p>Stop... Do you want to change your estimate?</p>	
<p>9. Oral counting to 20 (forward and backwards)</p> <ul style="list-style-type: none"> • know and can say the number pattern forward and backwards to and from 20 	<p>Ask student to count orally as high as they can count forward and backwards.</p>	
<p>10. Skip Counting</p> <ul style="list-style-type: none"> • skip count correctly (2s or 5s) • know the quantity doesn't change • know what to do with remaining bears 	<p>19 bears</p> <p>Can you count them a different way?</p> <p>Prompt 2 or 5 if needed.</p>	
<p>11. Decomposing: Addition</p> <ul style="list-style-type: none"> • know that a number can be decomposed in different ways • represents addition with equations • understand the concept of addition 	<p>11 bears - story mat of a cave</p> <p>Move the bears into 2 piles. Write a number sentence that tells us about the bears in the cave?</p> <p>Rearrange bears and write another number sentence.</p>	
<p>12. Decomposing: Subtraction</p> <ul style="list-style-type: none"> • know that a number can be decomposed in different ways • represents subtraction with equations • understand the concept of subtraction 	<p>11 bears - story mat of a cave</p> <p>The bears we huddled together but some of them wake us and leave the cave (3).</p> <p>Write a number sentence that tells about the bears leaving the cave. Repeat with different #s</p>	
<p>13. Build and Change</p> <ul style="list-style-type: none"> • Know how to change from one number to another number • Verbally describe the change without modeling 	<p>Bears</p> <p>Build 6 make it 8—What did you do?</p> <p>Build 7 make it 5—What did you do?</p>	

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<p>14. What's the Pattern?</p> <ul style="list-style-type: none"> continue a pattern in either direction (abcc) identify the core of the pattern 	<p>What comes next at either end? What is the core?</p>	
<p>15. Which one doesn't belong?</p> <ul style="list-style-type: none"> Identify and explain why a shape is different from the rest 	<p>Use attribute blocks. Which shape is different from the rest? How? Why?</p>	
<p>16. Squares Puzzle</p> <ul style="list-style-type: none"> Identify the student's use of visual spatial imagery and highlights analytical thinking, perseverance and confidence 	<p>Show the card with the square shape. Look at the pieces. 3 of them will make the square shape. Which ones? Show me.</p>	
<p>Materials Needed:</p> <ul style="list-style-type: none"> Collection of coloured bears 18 yellow unifix cubes Dot cards—(1 set 1–6, another set 0–9) Ten frames (0–10) Numeral cards 0–9 Forest and Bear Cave photo cards Square puzzle and parts Attribute Blocks 	<p>NOTE:</p> <ul style="list-style-type: none"> Know your students—adjust the quantities or complexity of the tasks to show their strengths 	