

EARLY NUMBER FUN ASSESSMENT ACTIVITIES

These sheets will assess a variety of concepts – see below. We suggest that you can do these assessments individual children. Rather than assessing the whole class, we suggest selecting 3 of your strongest learners, 3 of your average learners, and 3 of your weakest learners. This should give you a general indication of the abilities of the class as a whole. Then assess the same 9 children in **March** and in **October**.

Assessment Activities

Checklist 1

Verbal, or rote, counting	No resources required	March and October
<ul style="list-style-type: none"> - Ask the children to count, starting at 1. Don't interrupt them or stop them if they make a mistake. - On the assessment sheet, record the LAST number they say accurately. - If they skip a number, record it. <p>For example: if they count correctly from 1 to 9 but skip the number 5: 1 to 9 (not 5) (or come up with your own system)</p>		
Dot pattern flash cards	Regular dot pattern flash cards 1 to 5	March: Cards 1 to 5 October: Cards 1 to 10
<ul style="list-style-type: none"> - Mix them up. Hold up one card at a time, and ask the child to say the number on the card. - They should be able to recognise the number without counting the dots. - If they do count the dots by touching or any other method, record this in the comments line. - Record only the number the child COULD NOT identify without counting, in the relevant column. 		
Numeral identification	Small numeral and number word cards	March: Cards 1 to 5 October: Cards 1 to 10
<ul style="list-style-type: none"> - Hold up the cards from 1 to 5, and ask the children what it says. Remember to mix the order up, so children cannot rely on the sequence to read the numbers. - Record in the relevant column only those they could NOT identify accurately. 		
"Show me" Fingers	Learners' fingers	March and October
<ul style="list-style-type: none"> - Using either the numeral OR the dot cards, also ask the children to "show me" how many fingers each card represents. - Record only the numbers they could NOT "show". 		
Most/Least; Many/Few; More/Less	Regular dot pattern flash cards 1 to 5	March and October
<ul style="list-style-type: none"> - March: Place two different cards down and ask the children to tell you which card has "more" and which has "less". Record their responses - October: Place different cards down and ask the children to match the story book word cards "more" and "less" to the correct dot card. Record their responses. 		

Checklist 2

Touch and count	Red and white double-sided counters	March: 10 counters October: 20 counters
<ul style="list-style-type: none"> - Give the counters to the child - Ask them to count how many they have. - Record the last number they say accurately in the relevant column 		
Patterns	Red and white double-sided counters	March: 6 counters October: 9 counters
<p>MARCH: Work through these activities. <i>For each, observe and record their responses in the relevant column</i></p> <p>Lay out 6 counters in the following pattern: ●○●○●○</p> <ul style="list-style-type: none"> - "Say what you see" Ask the children to say what they see. They should be able to describe or read the pattern. - "Copy mine" Ask the children to use their counters to copy your pattern. - "Make it bigger/longer" Using all of their 10 counters now, ask the children to continue with the pattern. - "Make your own" Encourage the children to break down the pattern they made like yours, and ask them to make their own. Draw their attention to the part of the pattern that is "the same again", and highlight the repetition. <p>OCTOBER: Work through these activities. <i>For each, observe and record their responses in the relevant column</i></p> <ul style="list-style-type: none"> - Lay out 9 counters in the following pattern: ●○○●○○●○○ - Give the child 20 counters, and repeat the above activities. 		

Resources

