# **GRADE 1 & 2 ASSESSMENT ACTIVITIES**

These sheets will assess a variety of concepts – see below.

We suggest that you can do these assessments one-on-one with 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 <u>same 9 children</u> in **February** and in **October using the same sheet**. You will see that for each tasks, there is a column for February and another for October. As you will be able to see the learner responses on the same sheet for February and October, you will be able to determine learner progress.

Instructions for each task are on the following pages:

- What to observe for each task
- What to record on the sheet
- What to say to the learner in [] and italics e.g. [WHAT NUMBER COMES BEFORE 5?]
- How to determine where the child is on the spectrum

Checklist 1 assesses:

- Verbal counting
- Identification of numerals
- Sequencing of numbers
- Saying what comes before/after and between a number

Checklist 2 assesses:

- Counting strategies for addition and subtraction
- Grade 1 uses numbers up to 10
- Grade 2 uses number up to 20

### Assessment Activities: Checklist 1 ASSESSING VERBAL COUNTING, SEQUENCING AND BEFORE/AFTER/BETWEEN

### NUMBER WORD SEQUENCING 3 0 5 1 2 4 Able to count Able to count numbers Able to count numbers Able to count numbers Able to count numbers Unable to count numbers up to 10: up to 10: up to 10: up to 30: up to 100: Forward Forward Forward Forward Forward Backwards Backwards Backwards Backwards Backwards · Say number after by Say number after Say number after Say number after Say number before Cannot say: returning to 1 Say number before Say number before Number after Say number before by Number before returning to 1 Cannot say: May be able to do this May be able to do this Numbers after 10 beyond 30 beyond 100 Before/after for numbers after 10

### Use the responses from the counting, sequencing and before/after/between tasks to determine level at the end

Verbal counting No resources required	February and October
- Don't interrupt the child or stop them if they make a r	nistake.
- Observe and record	
<ul> <li>the LAST number child says accurately.</li> </ul>	
<ul> <li>If the child skips a number, record it.</li> </ul>	
<ul> <li>For example: if the child counts correctly from</li> </ul>	n 1 to 9 but skips the number 5: <b>1 to 9 (not 5)</b> (or come up with
your own system)	
FEBRUARY	OCTOBER
Forward	
- [COUNT FORWARD, START AT 1]	- [COUNT FORWARD, START AT 18]
- Stop child at 12	- Stop child at 21
Backward	
- [COUNT BACKWARDS, START AT 10]	- [COUNT BACKWARDS, START AT 21]
- Stop child at 1	- Stop child at 9
Where is the child on spectrum?	
- Does the child know the forwards and backward nun	nber sequence in range 1 to 10?
- Can the child confidently count forwards and backw	vards across decade numbers (such as 20)?

Before, after and between No resources required	February and October
- Observe and record only the <b>INCORRECT</b> responses.	
February	October
- [WHAT NUMBER COMES BEFORE 5?]	- [WHAT NUMBER COMES BEFORE 20?]
- [WHAT NUMBER COMES AFTER 5?]	- [WHAT NUMBER COMES AFTER 20?]
- [WHAT NUMBER COMES BETWEEN 5 AND 7?]	- [WHAT NUMBER COMES BETWEEN 19 AND 20?]
Where is the child on spectrum?	
- Can the child understand and identify the position of r	numbers in range 1 to 10?

- Can the child understand and identify the position of numbers across decade numbers (such as 20)?

Numeral sequencing	Small numeral and numbe	er word cards	February: Cards 1 to 10 October: Cards 16 to 25	
FEBRUARY		OCTOBER		
- Shuffle / mix up the cards 1	to 10 in February and lay	- Shuffle / mix up the cards 16	6 to 25 in October and lay	
them down		them down		
- [PLEASE PUT THESE IN ORDER	r from smallest to	- [PLEASE PUT THESE IN ORDER	FROM SMALLEST TO	
BIGGEST]		BIGGEST]		
- [PLEASE PUT THESE IN ORDER FROM BIGGEST TO		- [PLEASE PUT THESE IN ORDER	FROM BIGGEST TO	
SMALLEST]		SMALLEST]		
- Observe and record in the r	relevant column	- Observe and record in the r	elevant column	
<b>INCORRECT</b> sequences only	•	<b>INCORRECT</b> sequences only		
Where is the child on spectrum?				
- Can the child sequence numbers in range 1 to 10 (Smallest to biggest & biggest to smallest)?			lest)?	
- Can the child sequence nu	mbers in range 10 to 25 (Sm	allest to biggest & biggest to sma	allest)?	

### ASSESSING NUMERAL IDENTIFICATION

NUN	ABER IDENTIFIC	ATION			
0	1	2	1.00	3	: 4
Unable to identify some or all numbers in range1 to 10	ldentify numbers in range 1 to 10	Identify numbers in range 1 to 20	ldentify digit nu		Identify 1, 2 and 3-digit numerals

Numeral identification	Small numeral and numb	er word cards	February: Cards 1 to 5 October: Cards in range 1	to 20
<ul> <li>Lay down cards. Remember</li> <li>Observe and record in the</li> </ul>			on the sequence to read the r entify accurately.	numbers.
FEBRUARY - Lay down cards 1 to 5 in a r - As you lay done each card WHAT NUMBER THIS IS?]			rds 4, 9, 11 and 19 ne each card say: [CAN YOU R THIS IS?]	TELL ME
Where is the child on spectrum? - Can the child identify nume		ame in range 1 to 1	02	
<ul> <li>Can the child identify nume</li> </ul>				

# COUNTING / FARLY ARITHMETIC STRATEGIES

Tied to context $\rightarrow$ tied to objects $\rightarrow$ calculation by counting		Counting by structuring using representations (physical & men	
	(3)	4	
Cannot count "How Many" Synchronous (1-1 correspondence) Count all Conut all Conut all Count all Count all	Calculation by counting Count on / Count up to / Count down	Counting by structuring To overcome counting Structure & number facts of 5 & 10 Doubles & near doubles Jump via 10 Jump of 10 Place value	Formal calculating Using number relationships & what has already been learnt (number facts) for flexible calculation without need for structured representations / materials

Count visible items	10 Counters	February and October
- Place a pile of 10 counters on the	e desk	
- Say [PLEASE COUNT OUT 6 COUN	ITERS]	
- Say [NOW PLEASE COUNT OUT 9	COUNTERS]	
- Observe and record:		
<ul> <li>how they count i.e. in on</li> </ul>	es, twos, by touching counters	
<ul> <li>When counting the 9, do</li> </ul>	es the child start from one again and	d count a new pile, or add on (count on) to
the 6 already there?		
Where is the child on spectrum?		
- Does the child:		
<ul> <li>count from one each time</li> </ul>	ne (count all)	Level 1
<ul> <li>count on from the 6? (co</li> </ul>	ount on)	Level 3

Count screened items	10 Counters	February and October
"How many altogether"	Paper or card for screening	
- In the view of the child, say [HERE A	ARE 5 COUNTERS]	
- Place 5 counters on the desk and t	hen cover them with paper	
- Say [HERE ARE 3 COUNTERS]		
- Place these 3 counters on the desk	, uncovered	
- Ask the child [HOW MANY ALTOGE	THER?]	
- Observe and record:		
<ul> <li>how they count i.e. using fin</li> </ul>	ngers, touching counters, nodding head etc	
<ul> <li>Was the child <u>able / unable</u></li> </ul>	to solve the problem with screened items? How?	
Where is the child on spectrum?		
Solved but needed to be uncovered:		
- Count from one (count all)?		- Level 1
Solved using covered counters		
- Counts imaginary counters from or	ne (count all), perhaps keeping track with fingers or	- Level 2
head nods.		
- Counts on 3 from 5? i.e. the learner	r knows the number of counts in advance (3) "Five,	- Level 3
six, seven, eight, eight!"		
- Knows the number fact $(5 + 3 = 8)$		- Level 4

Count screened items       10 Counters       February and October         "How many more"       Paper or cord for screening       February and October         Say (NOW LOOK AWAY)       Place 3 counters with paper       Say (NOW LOOK AWAY)         Place 3 counters with paper       Say (NOW LOOK AWAY)       Place 3 counters with paper         Say (NOW LOOK AWAY)       Place 3 counters with paper       Say (NUL YOU LOOK AWAY)         Place 3 counters with paper       Say (NUL YOU LOOK AWAY) (PUT SOME MORE COUNTERS UNDER THE PAPER, NOW THERE ARE 8 COUNTERS ALTOGETHER, HOW MANY MORE DID I PUT UNDER THE PAPER?)         Observe and record:       • how they count i.e. using fingers, touching counters, nodding head etc       • Was the child oble / unable to solve the problem with screened items? How?         Where is the child oble uncovered:       • Level 1       Solved but needed to be uncovered:       • Level 1         Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.       • Level 2       • Level 2         • Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts or get to the number, "Five, six, seven, eight, three!"       • Level 4         Count screened items       10 Counters       February and October         "How many left?"       10 Counters       February and October         "How way left for the child, place 8 counters with poper       • Level 4	"How many more"       Paper or card for screening         -       In the view of the child, say [HERE ARE 5 COUNTERS]         -       Cover the counters with paper         -       Say [NOW LOOK AWAY]         -       Place 3 counters under the paper         -       Say [WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW TH ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]         -       Observe and record:          how they count i.e. using fingers, touching counters, nodding head etc          Was the child able / unable to solve the problem with screened items? How?         Where is the child on spectrum?       Solved but needed to be uncovered:	
Cover the counters with paper     Say (NOW LOOK AWAY)     Place 3 counters under the paper     Say (WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW THERE ARE 8 COUNTERS     ALTOGETHER. HOW MANY MORE DDI I PUT UNDER THE PAPER?)     Observe and record:         o how they count i.e. using fingers, touching counters, nodding head etc         o Was the child able / unable to solve the problem with screened items? How?     Where is the child on spectrum?     Solved but needed to be uncovered:         Count from one (count all), touching the counters         Solved but needed to be uncovered:         Count from one (count all), touching the counters         Solved using covered counters         Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of         counts to get to the number. "Eve, six, seven, eight, three!"         Knows the number fact (5 + 3 = 8) <b>February and October The view</b> of the child, place 8 counters on the desk         Say (IFLT AKE AWAY 3) Remove 3 and re-cover         HoW MANY ARE LET UNDER THE PAPER?)     Observe and record:         o how they count i.e. using fingers, touching counters, nodding head etc         was the child on spectrum?         Solved but needed to be uncovered:         - Level 1         Count screened items         'If OW MANY ARE LET UNDER THE PAPER?)         Observe and record:         o how they count i.e. using fingers, touching counters, nodding head etc         Was the child on spectrum?         Solved but needed to be uncovered:         - Level 1         Solved but needed to be uncovered:         - Level 2         - Level 3         - Level 4         - Level 1         - Level 4         - Level 4	<ul> <li>Cover the counters with paper</li> <li>Say [NOW LOOK AWAY]</li> <li>Place 3 counters under the paper</li> <li>Say [WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW TH ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]</li> <li>Observe and record: <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum?</li> <li>Solved but needed to be uncovered:</li> </ul>	ERE ARE 8 COUNTERS
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Place 3 counters under the paper     Say (WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW THERE ARE 8 COUNTERS     ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]     Observe and record:         o how they count i.e. using fingers, touching counters, nodding head etc         o Was the child able / unable to solve the problem with screened items? How?     Where is the child on spectrum?     Solved but needed to be uncovered:         Count from one (count all), touching the counters         Counts imaginary counters from one (count all), perhaps keeping track with fingers or         head nods.         Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of         counts on from 5 to get to the number. "Five, six, seven, eight, three!"         Knows the number fact (5 + 3 = 8)         Level 3         Counts creened items         Ylow many left?"         Paper or card for screening         Ylow MANY ARE B COUNTERS] Cover the counters with paper         Say [HERE ARE 8 COUNTERS] Cover the counters with paper         Say [HERE ARE 8 COUNTERS] Cover the counters with paper         Say [HERE AWAY 3] Remove 3 and re-cover         [HOW MANY ARE ET UNDER THE PAPER?]         Observe and record:	<ul> <li>Place 3 counters under the paper</li> <li>Say [WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW TH ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]</li> <li>Observe and record:         <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum?</li> <li>Solved but needed to be uncovered:</li> </ul>	ERE ARE 8 COUNTERS
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ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]         Observe and record:         • Mas the child able / unable to solve the problem with screened items? How?         Where is the child on spectrum?         Solved but needed to be uncovered:         - Count from one (count all), touching the counters         - Count simaginary counters from one (count all), perhaps keeping track with fingers or head nods.         - Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number, "Five, six, seven, eight, three!"         - Knows the number fact (5 + 3 = 8)         Count screened items         * HO Counters         * Paper or card for screening         - In the view of the child, place 8 counters on the desk         - Say [IF ITAKE AWAY 3] Remove 3 and re-cover         - [HOW MANY ARE LEFT UNDER THE PAPER?]         Observe and record:         - how they count i.e. using fingers, touching counters, nodding head etc         - Was the child able / unable to solve the problem with screened items? How?         Where is the child bale / unable to solve the problem with screened items? How?         Solved but needed to be uncovered:         - how they count i.e. using fingers, touching counters, nodding head etc         - Was the child able / unable to solve the problem with screened items? How?         Solved but needed to be uncovered:      <	<ul> <li>ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]</li> <li>Observe and record: <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum? <ul> <li>Solved but needed to be uncovered:</li> </ul> </li> </ul>	ERE ARE 8 COUNTERS
Observe and record: <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child able / unable to solve the problem with screened items? How?</li> </ul> <li>Where is the child on spectrum?         <ul> <li>Solved but needed to be uncovered:</li> <li>Count from one (count all), touching the counters</li> <li>Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.</li> <li>Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number. "Five, six, seven, eight, three!"</li> <li>Knows the number fact [5 + 3 = 8]</li> </ul> </li> <li>Count screened items         <ul> <li>10 Counters</li> <li>Paper or card for screening</li> <li>If the view of the child, place 8 counters on the desk</li> <li>Say [HETAKE ARE 8 COUNTERS] Cover the counters with paper</li> <li>Say [HETAKE ARE 8 COUNTERS] Cover the counters, nodding head etc</li> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>how they count is to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum?         <ul> <li>Solved but needed to be uncovered:</li> <li>how they count is to solve the problem</li> <li>Level 1</li> </ul> </li> <li>Solved but needed to be uncovered:         <ul> <li>Counts imaginary counters under the screen in ones</li> <li>Count fimaginary counters under the screen in ones</li> <li>Level 2</li> <li>Level 3&lt;</li></ul></li>	<ul> <li>Observe and record:         <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum?</li> <li>Solved but needed to be uncovered:</li> </ul>	
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• Was the child <b>able / unable</b> to solve the problem with screened items? How?         Where is the child on spectrum?         Solved but needed to be uncovered:         • Count from one (count all), touching the counters       - Level 1         Solved using covered counters       - Level 1         Solved using covered counters from one (count all), perhaps keeping track with fingers or head nods.       - Level 3         • Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number. "Five, six, seven, eight, three!"       - Level 3         • Knows the number fact (5 + 3 = 8)       - Level 4         Count screened items       10 Counters         Paper or card for screening       - Level 4         Count screened items       - Level 8         • Say [IFTRE ARE 8 COUNTERS] Cover the counters with paper       - Say [IFT TAKE AWAY 3] Remove 3 and re-cover         • [HOW MANY ARE LEFT UNDER THE PAPER?]       - Observe and record:         • how they count i.e. using fingers, touching counters, nodding head etc       - Level 1         Solved but needed to be uncovered:       - Level 1         Solved but needed to be uncovered:       - Level 1         Solved but needed to be uncovered:       - Level 1         Solved but needed to be uncovered:       - Level 1         Solved using covered counters       - Level 3	<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> <li>Where is the child on spectrum?</li> <li>Solved but needed to be uncovered:</li> </ul>	
Where is the child on spectrum?         Solved but needed to be uncovered:         Count from one (count all), touching the counters         Solved using covered counters         Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.         Counts to on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number, "Five, six, seven, eight, three!"         Knows the number fact (5 + 3 = 8)         Count screened items         "How many left?"         Paper or card for screening         "How MANY ARE LET UNDER THE PAPER?]         Observe and record:         • how they count i.e. using fingers, touching counters, nodding head etc         • Was the child on spectrum?         Solved but needed to be uncovered:         • How they count i.e. using fingers, touching counters, nodding head etc         • how they count i.e. using fingers, touching counters, nodding head etc         • Was the child on spectrum?         Solved but needed to be uncovered:         • How find ging covered counters         • Count simaginary counters under the screen in ones         • Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number fact (8 – 3 = 5)         • Count screened items         • Knows the number fact (8 – 3 = 5)         • Level 4 </td <td>Where is the child on spectrum? Solved but needed to be uncovered:</td> <td></td>	Where is the child on spectrum? Solved but needed to be uncovered:	
Solved but needed to be uncovered:       -       Level 1         Solved using covered counters       -       Level 1         Solved using covered counters       -       Level 1         Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.       -       Level 2         Counts to get to the number, "Five, six, seven, eight, three!"       -       Level 3         Knows the number fact (5 + 3 = 8)       -       Level 4         February and October Paper or card for screening         *       In the view of the child, place 8 counters on the desk       -         Say [HERE ARE 8 COUNTERS] Cover the counters with paper       -       -         Say [FI TAKE AWAY 3] Remove 3 and re-cover       -       -         [HOW MANY ARE LEFT UNDER THE PAPER?]       -       Observe and record:       -         •       how they count i.e. using fingers, touching counters, nodding head etc       -       -       Level 1         Solved but needed to be uncovered:       -       -       -       -       Level 2         •       how they count i.e. using fingers, touching counters, nodding head etc       -       -       Level 1         Solved but needed to be uncovered:       -       -       -       Level 1         Solved using c	Solved but needed to be uncovered:	
Count from one (count all), touching the counters       -       Level 1         Solved using covered counters       -       Level 1         Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.       -       Level 2         Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number. "Five, six, seven, eight, three!"       -       Level 3         Knows the number fact (5 + 3 = 8)       -       Level 4       -         Count screened items       10 Counters       February and October         "How many leff?"       10 Counters with paper       -         Say [IF I TAKE AWAY 3] Remove 3 and re-cover       -       -         [HOW MANY ARE LEFT UNDER THE PAPER?]       -       Observe and record:       -         o how they count i.e. using fingers, touching counters, nodding head etc       -       -       Level 1         Solved but needed to be uncovered:       -       -       -       -         -       Has to fouch the counters to solve the problem       -       Level 2         -       Counts imaginary counters under the screen in ones       -       -       Level 3         -       Counts from ginary counters under the screen in ones       -       -       Level 3         -       Coun		
Solved using covered counters       -       Level 2         -       Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.       -       Level 2         -       Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number. "Five, six, seven, eight, three!"       -       Level 3         -       Knows the number fact (5 + 3 = 8)       -       Level 4         Count screened items       10 Counters       February and October         "How many leff?"       -       Level 3         -       It Counters with paper       -       Level 4         Count screened items       10 Counters with paper       -       Level 4         Count screened items       10 Counters on the desk       -       -       Level 4         Count screened items       10 Counters on the desk       -       -       Level 4         Count screened items       -       Level 3       -       -       Level 4         Count screened items       -       Level 4       -       -       -       Level 4         Count screened items       -       -       Level 4       -       -       -       -       -       -       -       -       -       -       -		- Level 1
<ul> <li>Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.</li> <li>Counts on from 5 to get to 8? i.e. the learner does not know in advance the number of counts to get to the number. "Five, six, seven, eight, three!"</li> <li>Knows the number fact (5 + 3 = 8)</li> <li>Level 3</li> <li>Level 4</li> </ul> Counts creened items <ul> <li>10 Counters</li> <li>Paper or card for screening</li> <li>In the view of the child, place 8 counters on the desk</li> <li>Say [IF ITAKE ARE 8 COUNTERS] Cover the counters with paper</li> <li>Say [IF ITAKE AWAY 3] Remove 3 and re-cover</li> <li>[HOW MANY ARE LEFT UNDER THE PAPER?]</li> <li>Observe and record:         <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child able / unable to solve the problem with screened items? How?</li> </ul> Where is the child obsectrum? Solved but needed to be uncovered: <ul> <li>Has to touch the counters to solve the problem</li> <li>Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number fact (8 – 3 = 5)</li> <li>Count screened items</li> <li>10 Counters</li> <li>Paper or card for screening</li> </ul> February and October February and October</li></ul>		
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counts to get to the number. "Five, six, seven, eight, three!"       - Level 4         Count screened items       10 Counters       February and October         "How many left?"       Paper or card for screening       February and October         - In the view of the child, place 8 counters on the desk       Say [HERE ARE 8 COUNTERS] Cover the counters with paper       Say [HERE ARE 8 COUNTERS] Cover the counters with paper         - Say [IF ITAKE AWAY 3] Remove 3 and re-cover       -       [HOW MANY ARE LEFT UNDER THE PAPER?]         - Observe and record:       -       -       -         - Now they count i.e. using fingers, touching counters, nodding head etc       -       -         - Was the child able / unable to solve the problem with screened items? How?       -       Level 1         Solved but needed to be uncovered:       -       -       Level 1         - Has to touch the counters to solve the problem       -       Level 1         Solved using covered counters       -       Level 2       -         - Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"       -       Level 4         Count screened items       10 Counters       February and October         "How many did I take away?"       10 Counters       February and October		
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Count screened items       10 Counters Paper or card for screening       February and October         "How many left?"       Paper or card for screening       February and October         • In the view of the child, place 8 counters on the desk       Say [HERE ARE 8 COUNTERS] Cover the counters with paper       February and October         • Say [HETAKE AWAY 3] Remove 3 and re-cover       February and October       February and October         • [HOW MANY ARE LEFT UNDER THE PAPER?]       Observe and record:       •         • Now they count i.e. using fingers, touching counters, nodding head etc       •       Was the child able / unable to solve the problem with screened items? How?         Where is the child on spectrum?       Solved but needed to be uncovered:       -       Level 1         • Has to touch the counters to solve the problem       -       Level 2       -         • Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"       -       Level 3         • Knows the number fact (8 – 3 = 5)       10 Counters       February and October		
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<ul> <li>Say [HERE ARE 8 COUNTERS] Cover the counters with paper</li> <li>Say [IF I TAKE AWAY 3] Remove 3 and re-cover</li> <li>[HOW MANY ARE LEFT UNDER THE PAPER?]</li> <li>Observe and record:         <ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> <li>Was the child able / unable to solve the problem with screened items? How?</li> </ul> </li> <li>Where is the child on spectrum?         <ul> <li>Solved but needed to be uncovered:</li> <li>Has to touch the counters to solve the problem</li> <li>Level 1</li> <li>Solved using covered counters</li> <li>Counts imaginary counters under the screen in ones</li> <li>Count from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"</li> <li>Level 3</li> <li>Level 4</li> </ul> </li> <li>Count screened items         <ul> <li>Ho Counters</li> <li>Paper or card for screening</li> </ul> </li> </ul>		
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- Has to touch the counters to solve the problem       - Level 1         Solved using covered counters       -         - Counts imaginary counters under the screen in ones       -         - Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"       -         - Knows the number fact (8 – 3 = 5)       -       Level 3         Count screened items       10 Counters       -         "How many did I take away?"       10 Counters       February and October		
Solved using covered counters       -       Level 2         -       Counts imaginary counters under the screen in ones       -       Level 2         -       Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"       -       Level 3         -       Knows the number fact (8 – 3 = 5)       -       Level 4         Count screened items       10 Counters       February and October         "How many did I take away?"       Paper or card for screening       February and October	Solved but needed to be uncovered:	
<ul> <li>Counts imaginary counters under the screen in ones</li> <li>Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"</li> <li>Knows the number fact (8 – 3 = 5)</li> <li>Level 2</li> <li>Level 3</li> <li>Level 4</li> </ul>	- Has to touch the counters to solve the problem	- Level 1
<ul> <li>Count down from 8 by 3? i.e. keeps track of the number of backward counts (3) and says the number after that many counts: "Eight, seven, six, five, five!"</li> <li>Knows the number fact (8 – 3 = 5)</li> <li>Level 3</li> <li>Level 4</li> </ul> Count screened items "How many did I take away?" In Counters Paper or card for screening		
says the number after that many counts: "Eight, seven, six, five, five!"-Level 4- Knows the number fact (8 – 3 = 5)-Level 4Count screened items "How many did I take away?"10 Counters Paper or card for screeningFebruary and October		
- Knows the number fact (8 - 3 = 5)       - Level 4         Count screened items       10 Counters         "How many did I take away?"       Paper or card for screening		- Level 3
Count screened items10 CountersFebruary and October"How many did I take away?"Paper or card for screeningFebruary and October		
"How many did I take away?" Paper or card for screening	- Knows the number fact $(8 - 3 = 5)$	- Level 4
"How many did I take away?" Paper or card for screening	Counterranged Home	
		rebruary and October
- Say [HERE ARE 8 COUNTERS] Cover the counters with paper		
- Say [NOW LOOK AWAY]		
- Remove 3 counters and re-cover		
- Say [THERE WERE 8 COUNTERS. I TOOK SOME AWAY. NOW THERE ARE 5. HOW MANY DID I TAKE AWAY?]		I TAKE AWAY?I
- Observe and record:		
<ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> </ul>	<ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> </ul>	
<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul>	<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul>	
Where is the child on spectrum?	Where is the child on spectrum?	
Solved but needed to be uncovered:		
- Has to touch the counters to solve the problem - Level 1	- Has to touch the counters to solve the problem	- Level 1
Solved using covered counters		
- Counts imaginary counters under the screen in ones - Level 2		
	- Counts back to 5 i.e. learner knows in advance where he or she is counting to (5) and	- Level 2
- · · ·		
stop when he/she gets there: "Eight, seven, six, five, three!"	- Knows the number fact $(8 - 3 = 5)$	- Level 4

# Assessment Activities: Checklist 2 for Grade 2

## ASSESSING COUNTING WITH A LARGER NUMBER RANGE

COUNTING / EAR	LY ARITHMETIC STRA	TEGIES	
Tied to context $\rightarrow$ tied to object	cts $\rightarrow$ calculation by counting	Counting by structuring using	representations (physical & mental)
	(3)	4	
Cannot count "How Many" Synchronous (1-1 correspondence) Count all (from one: terms (from one: Count all) Count all	Calculation by counting Count on / Count up to / Count down	Counting by structuring To overcome counting Structure & number facts of 5 & 10 Doubles & near doubles Jump via 10 Jump of 10 Place value	Formal calculating Using number relationships & what has already been learnt (number facts) for flexible calculation without need for structured representations / materials
<b>Count visible items</b> Place a pile of 20 counters o Say [PLEASE COUNT OUT 13 (			February and Octobe
	UT 18 COUNTERS] In ones, twos, by touching c 13, does the child start from		new pile, or add on (count on) to
Observe and record: o how they count i.e. i o When counting the i the 13 already there /here is the child on spectrum?	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ?		new pile, or add on (count on) to
Observe and record: o how they count i.e. i o When counting the 1 the 13 already there	UT 18 COUNTERS] In ones, twos, by touching c 13, does the child start from ? h time (count all)		new pile, or add on (count on) to Level 1 Level 3
Observe and record: o how they count i.e. i o When counting the 1 the 13 already there /here is the child on spectrum? Does the child: o count from one eac	UT 18 COUNTERS] In ones, twos, by touching c 13, does the child start from ? h time (count all)		Level 1
Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether"	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters Paper or card for s</b>	one again and count a	Level 1 Level 3
Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether" In the view of the child, say [	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s [HERE ARE 8 COUNTERS]	one again and count a	Level 1 Level 3 February and
Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether"	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s [HERE ARE 8 COUNTERS]	one again and count a	Level 1 Level 3 February and
Observe and record: • how they count i.e. i • When counting the 1 the 13 already there there is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether" In the view of the child, say [ Place 8 counters on the desl Say [HERE ARE 4 COUNTERS] Place these 4 counters on the	UT 18 COUNTERS] in ones, twos, by touching c 13, does the child start from ? h time (count all) <u>3? (count on)</u> <u>15 Counters Paper or card for s</u> [HERE ARE 8 COUNTERS] k and then cover them with he desk, uncovered	one again and count a	Level 1 Level 3 February and
Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether" In the view of the child, say [ Place 8 counters on the desi Say [HERE ARE 4 COUNTERS] Place these 4 counters on the Ask the child [HOW MANY Allow	UT 18 COUNTERS] in ones, twos, by touching c 13, does the child start from ? h time (count all) <u>3? (count on)</u> <u>15 Counters Paper or card for s</u> [HERE ARE 8 COUNTERS] k and then cover them with he desk, uncovered	one again and count a	Level 1 Level 3 February and
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Observe and record: • how they count i.e. i • When counting the i the 13 already there (here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether" In the view of the child, say [ Place 8 counters on the desl Say [HERE ARE 4 COUNTERS] Place these 4 counters on th Ask the child [HOW MANY All Observe and record: • how they count i.e. u • Was the child <u>able /</u>	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s [HERE ARE 8 COUNTERS] k and then cover them with he desk, uncovered LTOGETHER?] Using fingers, touching cour <u>unable</u> to solve the problem	n one again and count a creening n paper nters, nodding head etc	Level 1 Level 3 February and October
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Observe and record: • how they count i.e. i • When counting the i the 13 already there there is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items How many altogether" In the view of the child, say [ Place 8 counters on the desi Say [HERE ARE 4 COUNTERS] Place these 4 counters on the Ask the child [HOW MANY Al Observe and record: • how they count i.e. u • Was the child able / there is the child on spectrum?	UT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s [HERE ARE 8 COUNTERS] k and then cover them with ne desk, uncovered LTOGETHER?] Using fingers, touching cour unable to solve the problem	n one again and count a creening n paper nters, nodding head etc	Level 1 Level 3 February and October
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Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items (How many altogether" In the view of the child, say [ Place 8 counters on the desl Say [HERE ARE 4 COUNTERS] Place these 4 counters on the Ask the child [HOW MANY Al Observe and record: • how they count i.e. u • Was the child <u>able /</u> (here is the child on spectrum? Dived but needed to be uncov Count from one (count all)? Dived using covered counters for head nods.	UT 18 COUNTERS] In ones, twos, by touching of 13, does the child start from ? In time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s Paper or card for s (HERE ARE 8 COUNTERS] k and then cover them with the desk, uncovered LTOGETHER?] Using fingers, touching court unable to solve the problem rered: Tom one (count all), perhap	creening n paper hters, nodding head etc m with screened items? H	Level 1 Level 3 February and October How? - Level 1 jers or - Level 2
Observe and record: • how they count i.e. i • When counting the i the 13 already there /here is the child on spectrum? Does the child: • count from one eac • count on from the 13 Count screened items (How many altogether" In the view of the child, say [ Place 8 counters on the desi Say [HERE ARE 4 COUNTERS] Place these 4 counters on the Ask the child [HOW MANY Allobserve and record: • how they count i.e. u • Was the child able / (here is the child on spectrum? Dived but needed to be uncov Count from one (count all)? Dived using covered counters for the set of the set	UT 18 COUNTERS] n ones, twos, by touching of 13, does the child start from ? h time (count all) 3? (count on) <b>15 Counters</b> Paper or card for s [HERE ARE 8 COUNTERS] k and then cover them with the desk, uncovered LTOGETHER?] Using fingers, touching cour <b>unable</b> to solve the problet rered: rom one (count all), perhap learner knows the number of	creening n paper hters, nodding head etc m with screened items? H	Level 1 Level 3 February and October How? - Level 1 jers or - Level 2

Count screened items 15 Counters	February and
"How many more" Paper or card for screening	October
- In the view of the child, say [HERE ARE 8 COUNTERS]	
- Cover the counters with paper	
- Say [NOW LOOK AWAY]	
- Place 4 counters under the paper	
<ul> <li>Say [WHEN YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW THE ALTOGETHER. HOW MANY MORE DID I PUT UNDER THE PAPER?]</li> </ul>	ERE ARE 12 COUNTERS
- Observe and record:	
<ul> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> </ul>	
<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul>	
Where is the child on spectrum?	
Solved but needed to be uncovered:	
- Count from one (count all), touching the counters	- Level 1
Solved using covered counters	
- Counts imaginary counters from one (count all), perhaps keeping track with fingers or	- Level 2
<ul> <li>head nods.</li> <li>Counts on from 8 to get to 12? i.e. the learner does not know in advance the number of</li> </ul>	- Level 3
counts to get to the number. "Eight, nine, ten, eleven, twelve four!"	- Levers
- Knows the number fact $(8 + 4 = 12)$	- Level 4
Count screened items 15 Counters	February and
"How many left?" Paper or card for screening	October
- In the view of the child, place 12 counters on the desk	
- Say [HERE ARE 12 COUNTERS] Cover the counters with paper	
- Say [IF   TAKE AWAY 4] Remove 4 and re-cover	
<ul> <li>[HOW MANY ARE LEFT UNDER THE PAPER?]</li> <li>Observe and record:</li> </ul>	
<ul> <li>o how they count i.e. using fingers, touching counters, nodding head etc</li> </ul>	
<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul>	
Where is the child on spectrum?	
Solved but needed to be uncovered:	
- Has to touch the counters to solve the problem	- Level 1
Solved using covered counters	
- Counts imaginary counters under the screen in ones	- Level 2
- Count down from 12 by 4? i.e. keeps track of the number of backward counts (4) and	- Level 3
says the number after that many counts: "Twelve, eleven, ten, nine, eight eight!" - Knows the number fact (12 – 4 = 8)	- Level 4
Count screened items 15 Counters	February and
"How many did I take away?" Paper or card for screening	October
- In the view of the child, place 12 counters on the desk	
- Say [HERE ARE 12 COUNTERS] Cover the counters with paper	
- Say [NOW LOOK AWAY]	
- Remove 4 counters and re-cover	
<ul> <li>Say [THERE WERE 12 COUNTERS. I TOOK SOME AWAY. NOW THERE ARE 8. HOW MANY DID I</li> <li>Observe and record:</li> </ul>	IAKE AVVAY ?]
<ul> <li>Observe and record.</li> <li>how they count i.e. using fingers, touching counters, nodding head etc</li> </ul>	
<ul> <li>Was the child <u>able / unable</u> to solve the problem with screened items? How?</li> </ul>	
Where is the child on spectrum?	
Solved but needed to be uncovered:	
- Has to touch the counters to solve the problem	- Level 1
Solved using covered counters	
- Counts imaginary counters under the screen	- Level 2
- Counts back to 8 i.e. learner knows in advance where he or she is counting to (8) and	- Level 2
stop when he/she gets there "Twelve, eleven, ten, nine, eight four!" Knows the number fact (12, $4 = 8$ )	
- Knows the number fact $(12 - 4 = 8)$	- Level 4