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 same 9 children 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:

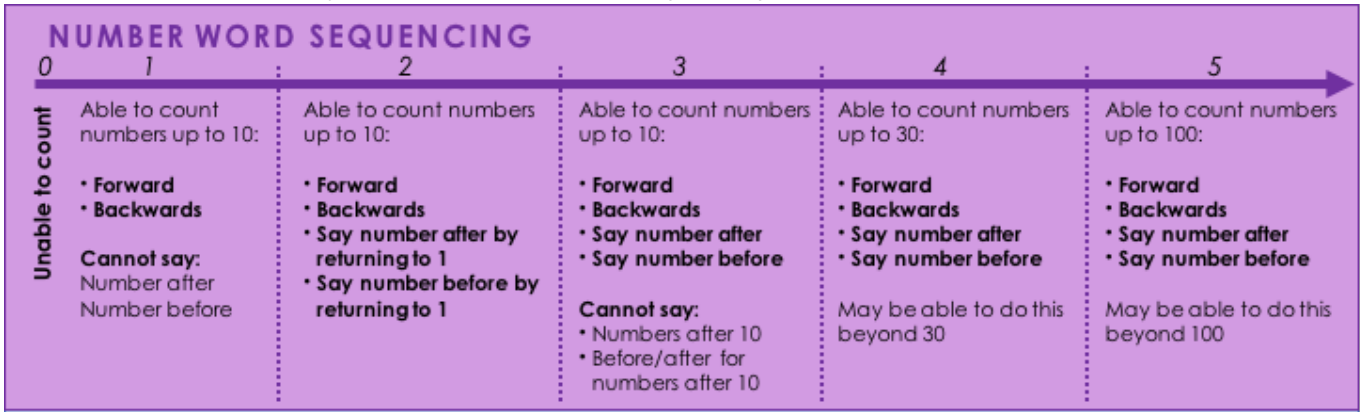
- Verbal counting
- Identification of numerals
- Sequencing of numbers
- Saying what comes before/after and between a number

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



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 mistake.
- Observe and record
  - the **LAST** number child says accurately.
  - If the child skips a number, record it.
  - **For example:** if the child counts correctly from 1 to 9 but skips the number 5: **1 to 9 (not 5)** (or come up with your own system)

FEBRUARY	**OCTOBER**
Forward	
- *[COUNT FORWARD, START AT 1]* - Stop child at 12	- *[COUNT FORWARD, START AT 18]* - Stop child at 21
Backward	
- *[COUNT BACKWARDS, START AT 10]* - Stop child at 1	- *[COUNT BACKWARDS, START AT 21]* - Stop child at 9

Where is the child on spectrum?	
- Does the child know the forwards and backward number sequence in range 1 to 10?	
- Can the child confidently count forwards and backwards across decade numbers (such as 20)?	

Before, after and between	**No resources required**	**February and October**

- Observe and record only the **INCORRECT** responses.

February	**October**
- *[WHAT NUMBER COMES BEFORE 5?]* - *[WHAT NUMBER COMES AFTER 5?]* - *[WHAT NUMBER COMES BETWEEN 5 AND 7?]*	- *[WHAT NUMBER COMES BEFORE 20?]* - *[WHAT NUMBER COMES AFTER 20?]* - *[WHAT NUMBER COMES BETWEEN 19 AND 20?]*

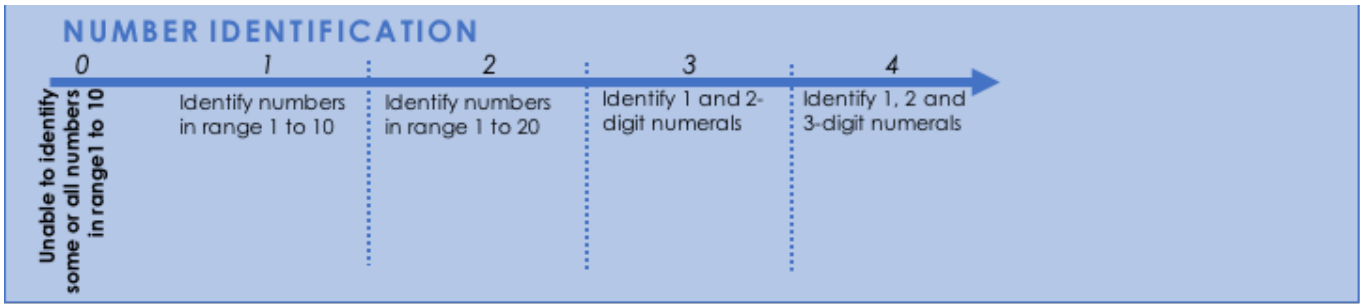
Where is the child on spectrum?	
- Can the child understand and identify the position of numbers in range 1 to 10?	
- Can the child understand and identify the position of numbers across decade numbers (such as 20)?	

Numeral sequencing	**Small numeral and number 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 them down - *[PLEASE PUT THESE IN ORDER FROM SMALLEST TO BIGGEST]* - *[PLEASE PUT THESE IN ORDER FROM BIGGEST TO SMALLEST]* - Observe and record in the relevant column **INCORRECT** sequences only.	- Shuffle / mix up the cards 16 to 25 in October and lay them down - *[PLEASE PUT THESE IN ORDER FROM SMALLEST TO BIGGEST]* - *[PLEASE PUT THESE IN ORDER FROM BIGGEST TO SMALLEST]* - Observe and record in the relevant column **INCORRECT** sequences only.

Where is the child on spectrum?	
- Can the child sequence numbers in range 1 to 10 (Smallest to biggest & biggest to smallest)?	
- Can the child sequence numbers in range 10 to 25 (Smallest to biggest & biggest to smallest)?	

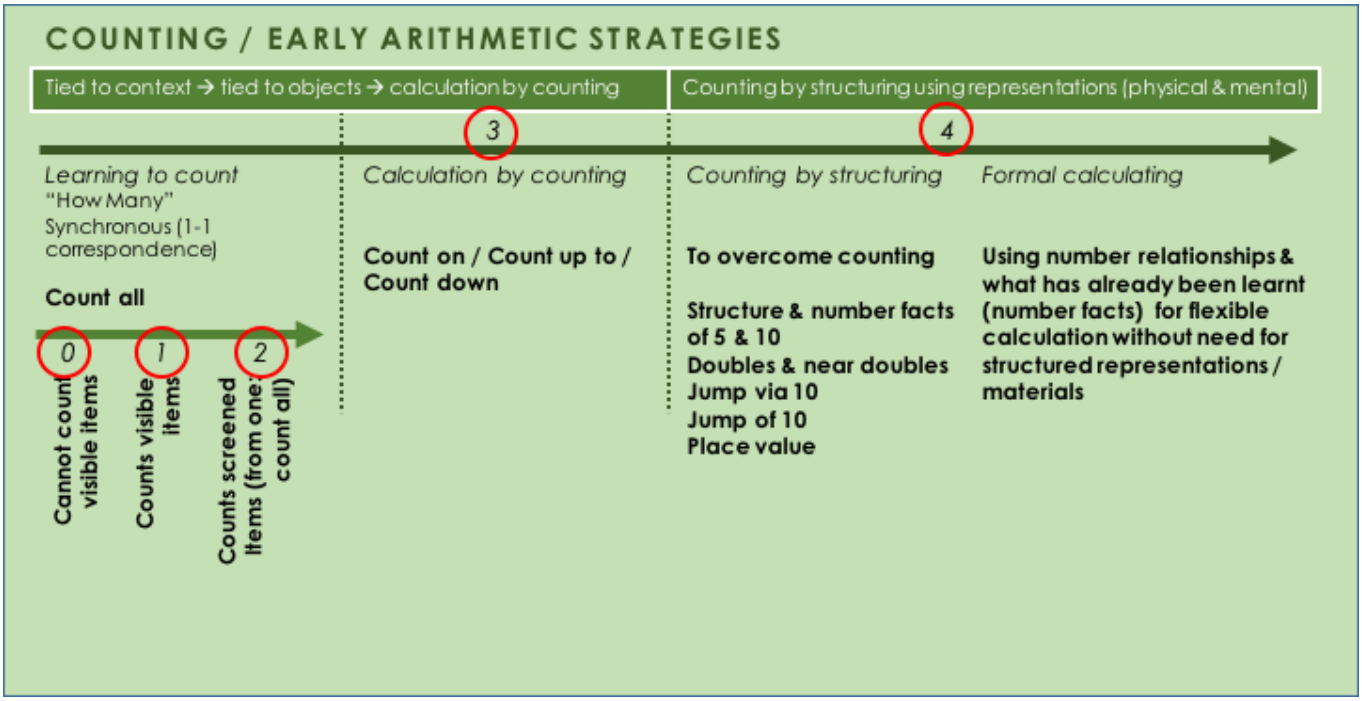
ASSESSING NUMERAL IDENTIFICATION



Numeral identification	**Small numeral and number word cards**	**February: Cards 1 to 5** **October: Cards in range 1 to 20**
- Lay down cards. Remember to mix the order up, so children cannot rely on the sequence to read the numbers. - Observe and record in the relevant column only those they could **NOT** identify accurately.		
FEBRUARY - Lay down cards 1 to 5 in a random order. - As you lay done each card say: *[CAN YOU TELL ME WHAT NUMBER THIS IS?]*		**OCTOBER** - Lay down cards 4, 9, 11 and 19 - As you lay done each card say: *[CAN YOU TELL ME WHAT NUMBER THIS IS?]*
Where is the child on spectrum?		
- Can the child identify numerals and say the numeral name in range 1 to 10?		
- Can the child identify numerals and say the numeral name in range 1 to 20?		

Assessment Activities: Checklist 2 for Grade 1

ASSESSING COUNTING WITH A SMALLER NUMBER RANGE



Count visible items	**10 Counters**	**February and October**

- Place a pile of 10 counters on the desk
- Say *[PLEASE COUNT OUT 6 COUNTERS]*
- Say *[NOW PLEASE COUNT OUT 9 COUNTERS]*
- Observe and record:
  o how they count i.e. in ones, twos, by touching counters
  o When counting the 9, does the child start from one again and count a new pile, or add on (count on) to the 6 already there?		

Where is the child on spectrum?		

- Does the child:
  o count from one each time (count all)
  o count on from the 6? (count on)
		Level 1
		Level 3

Count screened items "How many altogether"	**10 Counters Paper or card for screening**	**February and October**

- In the view of the child, say *[HERE ARE 5 COUNTERS]*
- Place 5 counters on the desk and then cover them with paper
- Say [*HERE ARE 3 COUNTERS]*
- Place these 3 counters on the desk, uncovered
- Ask the child *[HOW MANY ALTOGETHER?]*
- 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)?		- Level 1
Solved using covered counters		
- Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.		- Level 2
- Counts on 3 from 5? i.e. the learner knows the number of counts in advance (3) "Five, ... six, seven, eight, ... eight!"		- Level 3
- Knows the number fact (5 + 3 = 8)		- Level 4

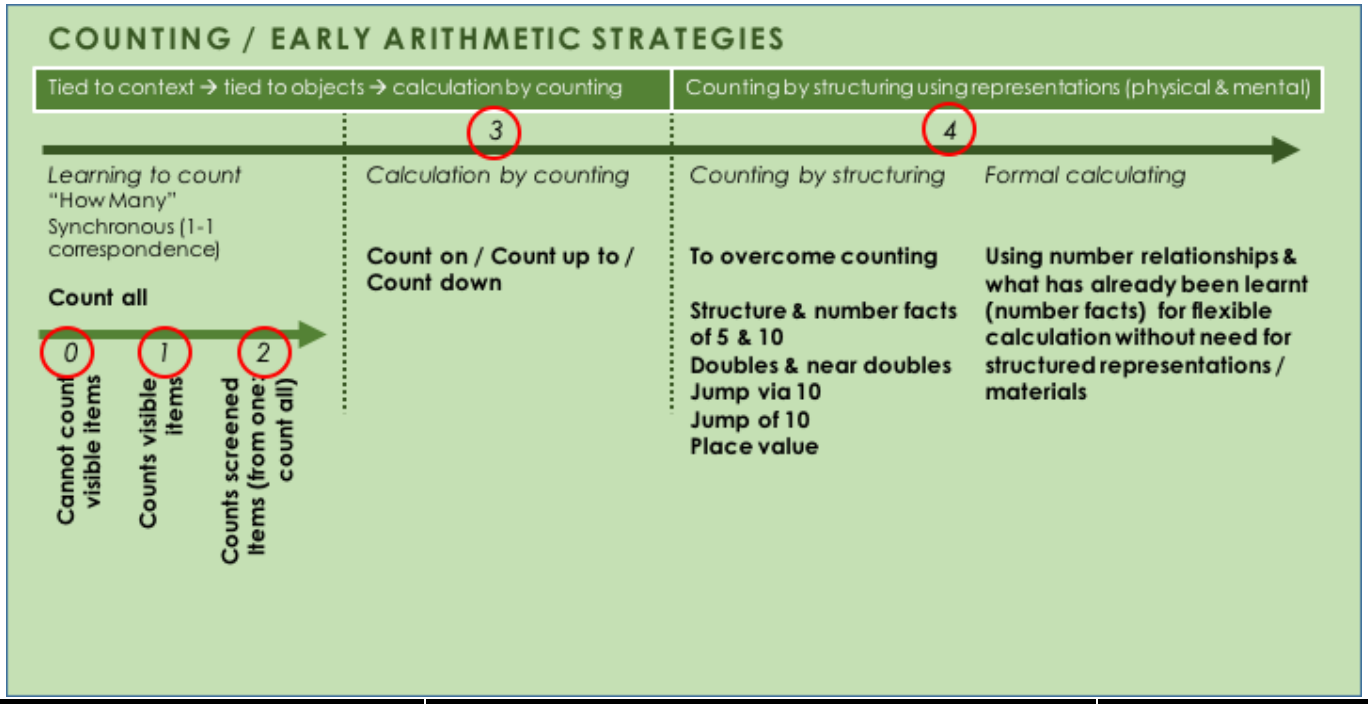
Count screened items ***"How many more"***	**10 Counters** **Paper or card for screening**	**February and October**
- In the view of the child, say *[HERE ARE 5 COUNTERS]* - Cover the counters with paper - Say *[NOW LOOK AWAY]* - Place 3 counters under the paper - Say *[WILL YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW 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		- Level 1
Solved using covered counters		
- 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 ***"How many left?"***	**10 Counters** **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 *[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.. 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:		
- 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 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 ***"How many did I take away?"***	**10 Counters** **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 *[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?]* - 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:		
- 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 stop when he/she gets there: "Eight, ... seven, six, five, ... three!"		- Level 2
- Knows the number fact (8 – 3 = 5)		- Level 4

Assessment Activities: Checklist 2 for Grade 2

ASSESSING COUNTING WITH A LARGER NUMBER RANGE



Count visible items	**20 Counters**	**February and October**

- Place a pile of 20 counters on the desk
- Say *[PLEASE COUNT OUT 13 COUNTERS]*
- Say *[NOW PLEASE COUNT OUT 18 COUNTERS]*
- Observe and record:
  o how they count i.e. in ones, twos, by touching counters
  o When counting the 13, does the child start from one again and count a new pile, or add on (count on) to the 13 already there?		

Where is the child on spectrum?		

- Does the child:
  o count from one each time (count all)
  o count on from the 13? (count on)
		Level 1
		Level 3

Count screened items "How many altogether"	**15 Counters Paper or card for screening**	**February and October**

- In the view of the child, say *[HERE ARE 8 COUNTERS]*
- Place 8 counters on the desk and then cover them with paper
- Say *[HERE ARE 4 COUNTERS]*
- Place these 4 counters on the desk, uncovered
- Ask the child *[HOW MANY ALTOGETHER?]*
- 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)?		- Level 1
Solved using covered counters		
- Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.		- Level 2
- Counts on 4 from 8? i.e. the learner knows the number of counts in advance (3) "Eight, ... nine, ten, eleven, twelve ... twelve!"		- Level 3
- Knows the number fact (8 + 4 = 12)		- Level 4

Count screened items ***"How many more"***	**15 Counters** **Paper or card for screening**	**February and 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 - Say *[WHEN YOU LOOKED AWAY, I PUT SOME MORE COUNTERS UNDER THE PAPER. NOW THERE ARE 12 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		- Level 1
Solved using covered counters		
- Counts imaginary counters from one (count all), perhaps keeping track with fingers or head nods.		- Level 2
- Counts on from 8 to get to 12? i.e. the learner does not know in advance the number of counts to get to the number. "Eight, ... nine, ten, eleven, twelve ... four!"		- Level 3
- Knows the number fact (8 + 4 = 12)		- Level 4

Count screened items ***"How many left?"***	**15 Counters** **Paper or card for screening**	**February and 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 I TAKE AWAY 4]* Remove 4 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.. 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:		
- 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 says the number after that many counts: "Twelve, ... eleven, ten, nine, eight ... eight!"		- Level 3
- Knows the number fact (12 – 4 = 8)		- Level 4

Count screened items ***"How many did I take away?"***	**15 Counters** **Paper or card for screening**	**February and 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 - Say *[THERE WERE 12 COUNTERS. I TOOK SOME AWAY. NOW THERE ARE 8. HOW MANY DID I TAKE AWAY?]* - 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:		
- 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 stop when he/she gets there "Twelve, ... eleven, ten, nine, eight... four!"		- Level 2
- Knows the number fact (12 – 4 = 8)		- Level 4