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 mistake.					
- Observe and record	Observe and record				
 the LAST number ch 	ild says accurately.				
 If the child skips a nu 	umber, record it.				
 For example: if the a 	child counts correctly from 1 t	o 9 but skips the number 5: 1 to 9 (not 5) (or come up with			
your own system)					
FEBRUARY		OCTOBER			
Forward					
- [COUNT FORWARD, START A	T 1] -	[COUNT FORWARD, START AT 18]			
- Stop child at 12	-	Stop child at 21			
Backward					
- [COUNT BACKWARDS, STAR	FAT 10] -	[COUNT BACKWARDS, START AT 21]			
- Stop child at 1	-	Stop child at 9			
Where is the child on spectrum?	Where is the child on spectrum?				
- Does the child know the for	Does the child know the forwards and backward number sequence in range 1 to 10?				
- Can the child confidently c	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 INC	CORRECT responses.				
February		October			
- [WHAT NUMBER COMES BEFORE 5	[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 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 numb	er w	ord cards	February: Cards 1 to 10 October: Cards 16 to 25	
FEBRUARY		00	CTOBER		
- Shuffle / mix up the cards 1	to 10 in February and lay	-	Shuffle / mix up the cards 10	6 to 25 in October and lay	
them down			them down		
- [PLEASE PUT THESE IN ORDER	from smallest to	-	[PLEASE PUT THESE IN ORDER	r from smallest to	
BIGGEST]			BIGGEST]		
- [PLEASE PUT THESE IN ORDER	FROM BIGGEST TO	-	[PLEASE PUT THESE IN ORDER	r from biggest to	
SMALLEST]			SMALLEST]		
- Observe and record in the r	elevant column	-	Observe and record in the	relevant column	
INCORRECT sequences only			INCORRECT sequences only	/.	
Where is the child on spectrum?					
- Can the child sequence numbers in range 1 to 10 (Small			t to biggest & biggest to sma	llest)?	
- Can the child sequence numbers in range 10 to 25 (Smc			st to biggest & biggest to sma	allest)?	

ASSESSING NUMERAL IDENTIFICATION

NU	NUMBER IDENTIFICATION			
0	1	2	: 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 1 and 2- digit numerals	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	
- Lay down cards. Remember to mix the order up, so children cannot rely or		the sequence to read the numbers.		
	relevant column only mose			
FEBRUARY		OCTOBER		
 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?] 		 Lay down carc As you lay don WHAT NUMBER 	ds 4, 9, 11 and 19 he each card say: [CAN YOU TELL ME ? THIS IS?]	
Where is the child on spectrum?				
- Can the child identify numerals and say the numeral name in range 1 to 10?)ś	
- Can the child identify numerals and say the numeral name in range 1 to 20?)š	

COUNTING / FARLY ARITHMETIC STRATEGIES

Tied to context $ ightarrow$ tied to object	cts $ ightarrow$ calculation by counting	Counting by structuring using	representations (physical & mental)
	3	4	
Count all Count	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 c	Place a pile of 10 counters on the desk					
- Say [PLEASE COUNT OUT 6 COUNTER	RS]					
- Say [NOW PLEASE COUNT OUT 9 CC	DUNTERS]					
- Observe and record:						
 how they count i.e. in ones, 	 how they count i.e. in ones, twos, by touching counters 					
• 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?	the 6 already there?					
Where is the child on spectrum?	Where is the child on spectrum?					
- Does the child:						
 count from one each time (count all)	Level 1				
 count on from the 6? (count 	t on)	Level 3				

Count screened items10 Counters"How many altogether"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:	
 how they count i.e. using fingers, touching counters, nodding head etc 	
 Was the child <u>able / unable</u> 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	- Level 2
head nods.	
- 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

C	ount screened items	10 Counters	February and October
, in the second s	low many more"	Paper of card for screening	
-	In the view of the child, say [HERE A	re 5 COUNTERS]	
-			
-	Place 3 counters under the paper		
-			
-	ALTOGETHER HOW MANY MORE DI	I SOME MORE COUNTERS UNDER THE LALER. NOW THE	INE ARE O COUNTERS
_	Observe and record:		
	\circ how they count i.e. using fir	naers, touching counters, nodding head etc.	
	 Was the child able / unable 	to solve the problem with screened items? How?	
W	here is the child on spectrum?		
Sc	lved but needed to be uncovered:		
-	Count from one (count all), touchir	ng the counters	- Level 1
Sc	lved using covered counters	<u> </u>	
-	Counts imaginary counters from on	e (count all), perhaps keeping track with fingers or	- Level 2
	head nods.		
-	Counts on from 5 to get to 8? i.e. th	ne learner does not know in advance the number of	- Level 3
	counts to get to the number. "Five,	six, seven, eight, three!"	
-	Knows the number fact $(5 + 3 = 8)$		- Level 4
С	ount screened items	10 Counters	February and October
"	How many left?"	Paper or card for screening	
-	In the view of the child, place 8 co	unters on the desk	
-	Say [HERE ARE 8 COUNTERS] Cover	the counters with paper	
-	Say [IF I TAKE AWAY 3] Remove 3 ai	nd re-cover	
-	[HOW MANY ARE LEFT UNDER THE P.	APER?]	
-	Observe and record:		
	 now they count i.e. Using the Was the child ship (up ship) 	ngers, touching counters, hodaing head etc	
\٨/	o was the child on spectrum?	to solve the problem with screened tiems? How?	
vv So	here is the child on spectrum?		
30	Has to touch the counters to solve :	the problem	
-	Has to touch the counters		
30	Counts imaging a counter under the	ha saraan in anas	
-	Count down from 8 by 32 i.e. keep	s track of the number of backward counts (3) and	
-	says the number after that many of	punts: "Fight seven six five five!"	- Levers
_	Knows the number fact $(8 - 3 = 5)$		
-	Knows me nomber fact $(0 - 3 - 3)$		- 164614
C	ount screened items	10 Counters	February and October
"	How many did I take away?"	Paper or card for screening	rebitary and october
-	In the view of the child, place 8 co	unters on the desk	
-	Sav [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 TOO	OK SOME AWAY. NOW THERE ARE 5. HOW MANY DID I	TAKE AWAY?]
-	Observe and record:		-
	 how they count i.e. using fir 	ngers, touching counters, nodding head etc	
	 Was the child <u>able / unable</u> 	to solve the problem with screened items? How?	
W	here is the child on spectrum?		
Sc	lved but needed to be uncovered:		
-	Has to touch the counters to solve	the problem	- Level 1
Sc	lved using covered counters		
-	Counts imaginary counters under the	he 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: "Eigh	t, 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 / EARLY ARITHMETIC STRATEGIES					
	Tied to context \rightarrow tied to object	cts \rightarrow calculation by counting	ion by counting Counting by structuring using representations (physical & mental)			
		3	4)		
	Count all Count all Count all Count all Count all Count all Count 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 calcu Using numbe what has alre (number fact calculation w structured rej materials	lating r relationships & eady been learnt (s) for flexible vithout need for presentations /	
Cou	Int visible items Place a pile of 20 counters of Say [PLEASE COUNT OUT 13 (C) Say [NOW PLEASE COUNT OU Observe and record:	20 Counters n the desk COUNTERS] JT 18 COUNTERS] n ones, twos, by touching c 13, does the child start from ?	ounters one again and count a	F new pile, or o	ebruary and Octo) to
	Does the child: • count from one eacle	h time (count all)		Le	evel 1	
Cou "Ho	Int screened items w many altogether" In the view of the child, say [Place 8 counters on the desk Gay [HERE ARE 4 COUNTERS] Place these 4 counters on the Ask the child [HOW MANY Al Observe and record: o how they count i.e. w o Was the child able /	15 Counters Paper or card for so HERE ARE 8 COUNTERS] and then cover them with e desk, uncovered TOGETHER?] Using fingers, touching cour unable to solve the problem	creening n paper nters, nodding head etc m with screened items? F	How?	February and October	
Whe	re is the child on spectrum?					
Solv	ed but needed to be uncov	ered:				
	<u>Count trom one (count all)?</u>			-	Level 1	
	Counts imaginary counters fi	rom one (count all), perhap	os keeping track with fing	gers or -	Level 2	
. (Counts on 4 from 8? i.e. the l	earner knows the number c	of counts in advance (3)	"Eight,	Level 3	
.	(nows the number fact (8 +	4 = 12)		-	Level 4	

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	
- Say [When You looked Away, I for some more counters under the paper. Now the	ERE ARE 12 COUNTERS
- Observe and record:	
 how they count i.e. using fingers, touching counters, nodding head etc 	
 Was the child <u>able / unable</u> 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 tingers or	- Level 2
nead nods. Counts on from 8 to got to 102 i.e. the logrner does not know in advance the number of	Lovel 2
counts to get to the number "Fight 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 I TAKE AWAY 4] Remove 4 and re-cover	
- [HOW MANY ARE LEFT UNDER THE PAPER?]	
 bow 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:	
- 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 differential many counts: "Twelve, eleven, ten, nine, eight eight: "Knows the number fact $(12, 4 = 8)$	
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	
- Say [THERE WERE TZ COUNTERS, ITOOK SOME AWAY, NOW THERE ARE 8, HOW MANY DID T	IAKE AVVAY ?]
- Observe and record.	
• 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	- Level 2
stop when he/she gets there "Iwelve, eleven, ten, hine, eight tour!" Knows the number fact (12, $A = 9$)	