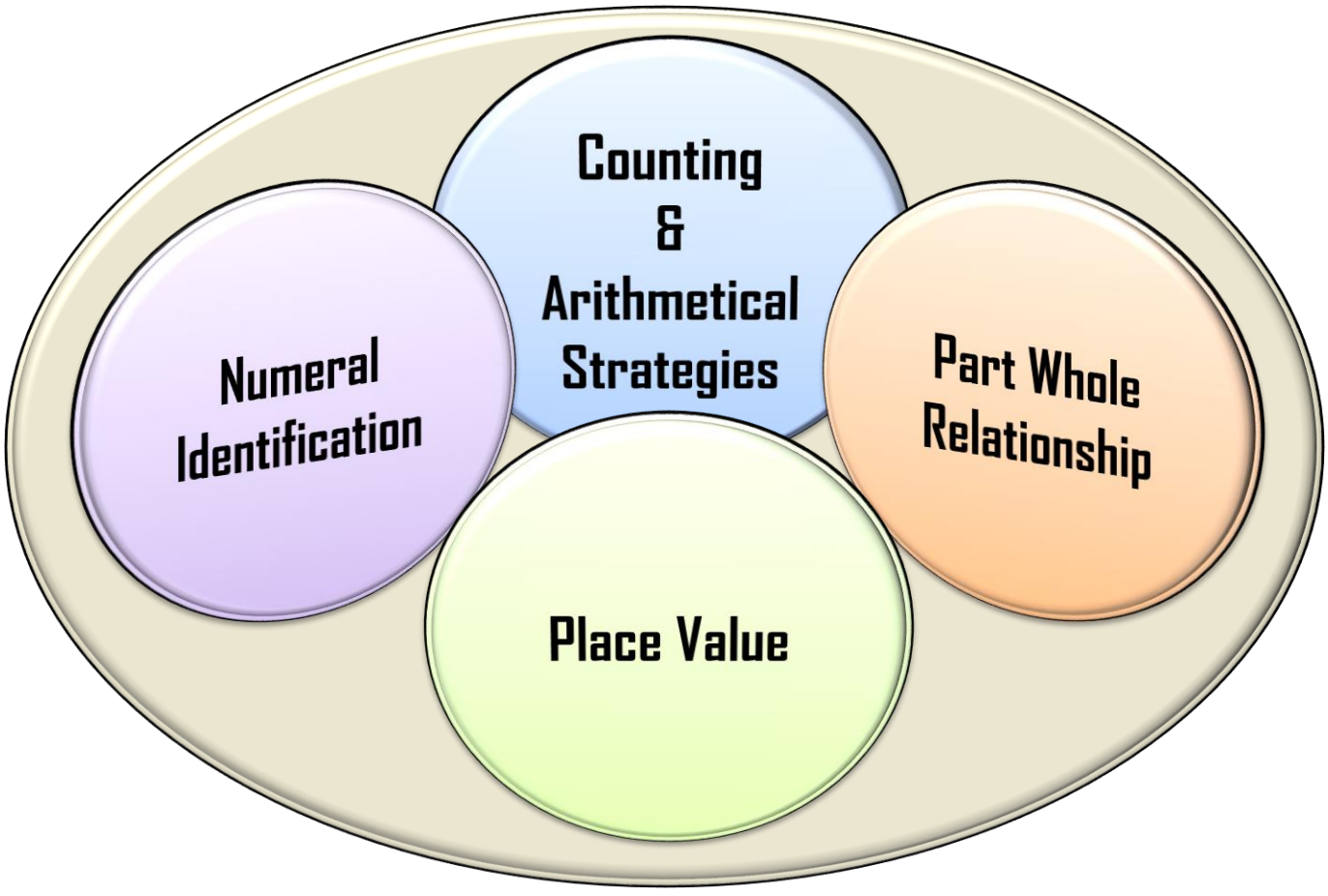
Primary Numeracy Assessment

Version 2



Student Numeracy Profile: Counting and Numeral Identification

Student Name:_____ Date:_____

Assessor:_____ Grade:_____

Forward Counting Sequence (Oral Counting)

Level A (Counts to 10)	Level B (Counts to 20)	Level C (Counts to 113)	Level D (Counts to 213)	Level E (Counts to 1000)

Backward Counting Sequence (Oral Counting)

Level A (Counts from 10)	Level B (Counts from 23)	Level C (Counts from 73)	Level D (Counts from 104)

Addition and Subtraction Concept Strategies:

Level A (Drops Back to One or) (Represents all Objects)	Level B (Counts on/ Back) Inaccurate Fingers to Count On	Level C (Counts on /Back) Accurate Fingers to Count On	Level D (Facile/Flexible Strategies) (Memory)
Addition Subtraction	Addition Subtraction	Addition Subtraction	Addition Subtraction

Counting by Tens

Level A (Counts to 100 starting at 10)	Level B (Counts to 66 off Decade)	Level C (Counts to 117 off decade)	Level D (Counts to 208 off decade)

Numeral Identification

Level A (Numbers to 10)	Level B (Numbers to 100)	Level C (Numbers to 1,000)	Level D (1,000- 100,000)

Forward and Backward Counting

Say to the Student: ***"I am going to give you a number and I want you to start counting forward until I tell you to stop."***

Level A → **Level B** → **Level C** → **Level D** **Level E**

1-10 ☐ **8-21** ☐ **39-52** ☐ **85-93** ☐ **99 -113** ☐ **198-213** ☐ **993-1000** ☐

Say to the Student: ***"I am going to give you a number and I want you to start counting backwards until I tell you to stop."***

Level A → **Level B** → **Level C** → **Level D**

10-1 ☐ **25-18** ☐ **52- 39** ☐ **73-66** ☐ **104-97** ☐

Addition and Subtraction Conceptual Strategies

Say to the Student: ***"I am going to ask you to solve some addition and subtraction problems."***

8+5=13	**9+7=16**	**6+5=11**	**8+9=17**
DB - CO – M- F	**DB - CO – M- F**	**DB - CO – M- F**	**DB - CO – M- F**
10-6=4	**8-7=1**	**15-9= 6**	**13-8=5**
DB - CB/CO – M – F	**DB – CB/CO – M- F**	**DB – CB/CO – M- F**	**DB – CB/CO – M- F**

Drops Back to 1- DB	**Counts On- CO**	**Counts Back- CB**	**Memory- M**	**Flexible Thinking- F**
Uses fingers or objects to represent all numbers included. May start counting from one.	Counts on by ones *May use fingers to track counts*	Counts back by ones *May use fingers to track counts*	Known Immediate, Explanation *"I just knew It"*	Uses 10 structure Doubles + or- Addition/Subtraction Relationship

Counting by 10's

Say to the student: "**Now we are going to count by 10's. I am going to ask you to count by 10's starting and stopping at different numbers."**

Level A

Count by 10's for me….*Stop at 100……* ☐

Level B

Count by 10's starting at 4*…. Stop at 64……* ☐

Level C

Count by 10's starting at 36*…. Stop at 106……* ☐

Level C

Count by 10's starting at 69*…. Stop at 119……* ☐

Level D

Count by 10's starting at 172*…. Stop at 202……* ☐

Numeral Identification 2 Digit

Say to the Student: ***I am going to point to a number; I want you to tell me what number it is.***

2	4	8	Level A
10	6	5	
15	47	72	Level B
80	51	100	

Numeral Identification 3 Digits and beyond

Say to the student: ***Now we are going to look at some bigger numbers, tell me what number I point to.***

216	500	872	Level C
178	309	390	
1,000	723	234	
1,235	4,008	7,336	Level D
18,312	65,231	171,236	

Student Numeracy Profile:
Place Value and Part/Whole Relationship

Student Name:_____ Date:_____

Assessor:_____ Grade:_____

Application Place Value Concepts: Split Counting by Hundreds, Tens and Ones

Level A 10's and 1's Representation	Level B 10's and 1's No Representation	Level C 100's, 10's, 1's Representation	Level D 100's, 10's, 1's No Representation

Application of Place Value Concepts: Adding a Base Ten- 100% to be at level

Level A Counts by ones/Other	Level B 10 more/ less Facile	Level C 20 more/less Facile	Level D Plus 100 Facile

Application of Place Value Concepts: Adding from a Base Ten- 100% to be at Level

Level A Counts by Ones/Other	Level B From 10 Facile	Level C From 70 Facile	Level D From 100 Facile

Part Whole Relationship: 5, 10, 20: **Must be Facile/Flexible on all questions to be at level.**

Level A Non Facile Methods/Inaccurate	Level B Solve to 5- 100% Accurate	Level C Solve to 10- 100%-Accurate	Level D Solve to 20- 100% Accurate
Fingers, Counts Up, Objects, Taps			

Part Whole Relationship: Partitioning Numbers:

Level A Random / Counts Up Inaccurate	Level B Random / Counts Up Accurate	Level C Partial Knowledge of Structure	Level D Facile Knowledge of Structure
7+7 6+5 11+2 8 +3	7+7 10+4 13+1 9+5	14+0 13+1 12+2 7+7 9+5 10+4	14+0 13+1 12+2 11+3 10+4 9+5 8+6 7+7

Place Value: Split Counting by 100's 10's and 1's

Say to the Student: **Count the total amount of money. A dime is worth 10 cents and a penny is worth 1 cent.**

Show student Model A Representation: **43** ◯**Correct** ◯**Incorrect**

Say to the Student: **Count the 10 rods and units.**

Show student Model B Representation: **64** ◯**Correct** ◯**Incorrect** **Level A**

Say to the Student: **I want you to count by tens and ones. For example, if we were going to count to 23, it would be done like this, 10, 20, 21, 22, 23.** ***NO REPRESENTATION***

Say to the student: **Count to 35 by tens and ones:** ◯**Correct** ◯**Incorrect**

Say to the student: **Count to 65 by tens and ones:** ◯**Correct** ◯**Incorrect**

Say to the student: **Count to 106 by tens and ones:** ◯**Correct** ◯**Incorrect** **Level B**

Say to the Student: **Count the 100 Flats, 10 rods and units….** *Answer 342*

Show Student Model C Representation: ◯**Correct** ◯**Incorrect** **Level C**

Say to the student: **Count to 423 by hundreds, tens and ones.** **Show student Model D** ***NO REPRESENTATION***

◯**Correct** ◯**Incorrect** **Level D**

Place Value Part: Adding Base 10

Say to the student: **What is 10 more than 55?…..** *Answer 65* ◯*Facile* ◯*Other*

Say to the student: **What is 10 less than 55?…..** *Answer 45* ◯*Facile* ◯*Other* **Level B**

Say to the student: **What is 20 more than 68?…..** *Answer 88* ◯*Facile* ◯*Other*

Say to the student: **What is 20 less than 68?…..** *Answer 48* ◯*Facile* ◯*Other* **Level C**

Say to the student: **What is 100 more 67?…..** *Answer 167* ◯*Facile* ◯*Other*

Say to the Student: **What is 100 more than 371?…..***Answer 471* ◯*Facile* ◯*Other* **Level D**

Place Value: Adding From a Base 10

Level B

Say to the Student: **If I have 10 and get 5 more how many do I have?...***Answer 15* ◯*Facile* ◯*Other*

Say to the student: **If I have 50 and get 9 more how many do I have?...***Answer 59* ◯*Facile* ◯*Other* **Level C**

Say to the student: **If I have 100 and get 47 more how many do I have?..** *Answer 147*

◯*Facile* ◯*Other* **Level D**

Part/ Whole: Missing Number

Say to the Student: **Solve these problems. Tell me the missing number that should go in the box.**

① 3+☐ = 5

② 4+☐ = 5

③ ☐ +5 = 5

④ ☐ +1 = 5

Level B

DB Fingers /Objects	①②③④
Counts On	①②③④
Facile/Flexible	①②③④
Other	①②③④
100% Accurate	◯Yes ◯No

① 4+☐ =10

② 9+☐ =10

③ ☐ +5 = 10

④ 7+☐ = 10

Level C

DB Fingers /Objects	①②③④
Counts On	①②③④
Facile/Flexible	①②③④
Other	①②③④
100% Accurate	◯Yes ◯No

① 15+☐ = 20

② 18+☐ = 20

③ 7+☐ = 20

④ 9+☐ = 20

Level D

DB Fingers /Objects	①②③④
Counts On	①②③④
Facile/Flexible	①②③④
Other	①②③④
100% Accurate	◯Yes ◯No

Part/Whole: Partitioning a Number

Say to the Student: ***I want you to write down all of the combinations, or the numbers that when you add them, add up to 14, or equal 14.***

Random/Counts up ◯
Partial Structure ◯
Knowledge of Structure ◯

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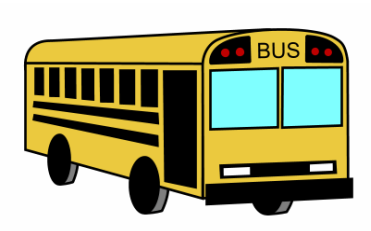
Part/ Whole: Problem Solving (Optional)

Say to the Student: ***If there are 2 people in the house, how many people have to come over to have 5 people?***

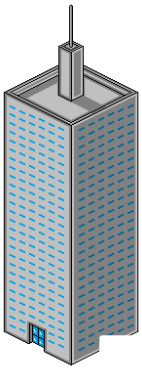
Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

Say to the Student: ***The bus can hold 10 people. 6 people are on the bus. How many more people can get on the bus?***



Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

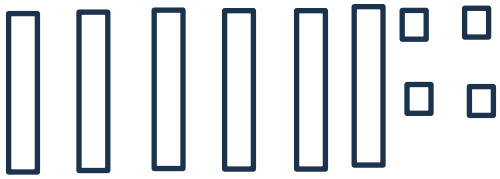
Say to the student: **There are 20 floors in the building. If someone is on the 11th floor, how many more floors until they are at the top?**



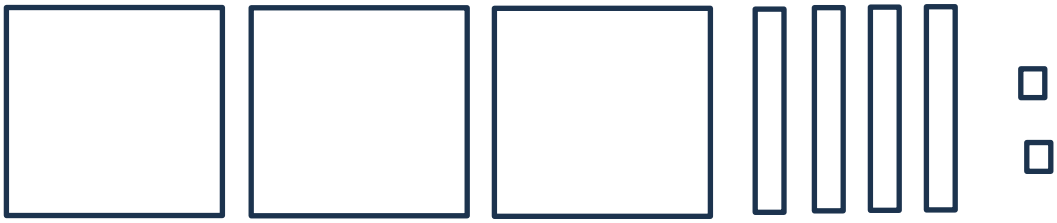
Fingers or Objects ◯
Counts On ◯
Facile/Flexible ◯

Model A

Model B



Model C



Model D

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$8 + 5 =$	$9 + 7 =$
$6 + 5 =$	$8 + 9 =$
$10 - 6 =$	$8 - 7 =$
$15 - 9 =$	$13 - 8 =$

Student Progress Monitoring

Student Name:_____ Date:_____

Focus Area:_____ Grade:_____

Skill Set	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**	**Level**
Forward Counting									
Backward Counting									
Counting by Tens									
Addition Concepts									
Subtraction Concepts									
Numeral Identification									
Part Whole Relationship: 5, 10,and 20									
Part Whole: Partitioning									
Place Value: Counting by 100's, 10's and 1's									
Place Value: Adding Base Ten									
Place Value: Adding from Base Ten									

Documentation of Activities

Counting/Arithmetical Strategies	Numeral Identification	Part Whole Relationship	Place Value

NOTES:_____