

Teacher Reference Cards

The following assessment cards provide information for the teacher during the actual assessment. Each card lists the materials needed for the assessment, any preparation necessary, suggested questions and procedures and possible extensions. Consult the detailed assessment descriptions (pp. 3.7 - 3.17) for additional information.

Separate the assessment cards. Punch a hole in the upper left corner. Attach the cards together with a ring or string. Keep the cards with your assessment packet.

Assessment 1: Rote Counting

Materials: None

Recording: Record the highest number the child counts to in the grouping.

Suggested Questions and Procedures

- "How far do you think you can count?"
- "Count for me." (Child counts as far as he or she can go.)
- If the child counts confidently to 100 and stops, ask "What's after 100?"

Extension: If the child counts with ease by one's, try two's, five's, ten's.

"ONE, TWO, THREE..."

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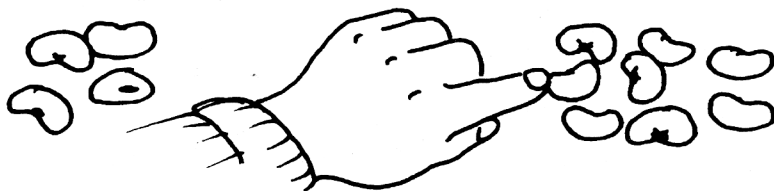
Assessment 2: One-to-One Correspondence

Materials: 24 beans

Recording: Record the largest amount of beans counted correctly.

Suggested Questions and Procedures:

- Put out three groups of beans: a group of 4, a group of 8 and a group of 12. "Count a group of beans for me please."
- If the child comfortably counts the group, then try a larger number of objects. If the child has difficulty counting the group he or she chooses, then try a smaller group of objects.



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Assessment 3: Instant Recognition

Materials: 14 beans

Recording: Circle numerals indicating the number of objects identified.

Suggested Questions and Procedures:

- Make separate groups of 2, 3, 4, & 5 beans. "Show me the group of two beans, ...four beans, ...three beans, ...two beans, ...five beans..."



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Extension: Check to see if the child can count a group of objects in any order.

Materials: 5-10 objects with at least one distinctly different attribute
(e.g., colored blocks, miniature toys or animals)

Recording: Record the results in the space left for anecdotal notes.

- Place five objects in a row on the table. (e.g., five different colored cubes)
"Please count the objects." (Child counts and tells the total.)
- Now ask the child to count the objects again, beginning with a different object.
"Begin with the (*blue cube*) and count all the (*cubes*)."
- Next ask the child to count all the objects. Tell the child which object to count last. "Count the (*cubes*) again. This time count the (*green cube*) last."
- If the child can comfortably count five objects in any order, increase the number of objects.



RED



BLUE



GREEN



YELLOW



ORANGE