

Assessment 7: Numeral Recognition

Materials: Numeral cards 0-10 and 11-20

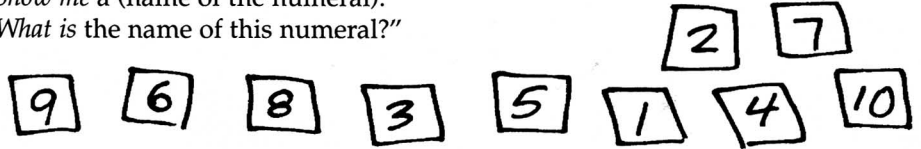
Recording: Circle the numerals recognized

Suggested Questions and Procedures:

- Place numeral cards in random order.
- "Can you tell me the names of any of these numerals?"

Observation: If the child is reluctant to name any numerals, then try the following questions. Make note if the wording makes a difference.

- "Show me a (name of the numeral)."
- "What is the name of this numeral?"



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Assessment 8: Numeral Writing

Materials: Numeral cards (0-9), pencil, blank paper

Recording: Circle numerals written correctly, record child's strokes of numerals written incorrectly.

Suggested Questions and Procedures:

- Show the child a numeral card.
"Write this numeral for me."



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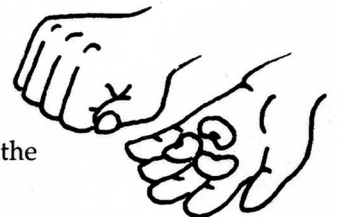
Assessment 9A: Simple Addition and Subtraction Concept Level

Materials: 5-10 beans

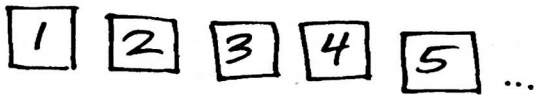
Recording: Circle the number if the child responds correctly and confidently to a variety of combinations.

Suggested Questions and Procedures:

- "Count five beans into my hand."
- Show some beans in one hand and keep the rest of the beans hidden in the other hand.
"How many beans are hidden in this hand?"
Child responds.
- Repeat this process several times by changing the hidden quantity.



Variation: If the child has difficulty identifying the numerals out of order, place them in order in a row on the table. Observe the child's eye and body motions when you say, "Show me a *three*." or "What is this numeral?"



Extension When the child can comfortably identify the first twenty numerals at random, try larger two digit and three digit numbers at random — e.g., 39, 93, 121, 221....

Extension: Ask the child to write numerals from memory. The child writes numerals on a blank sheet of paper. This assessment requires the child to be able to visually recall the numeral and then record the numeral correctly on paper. Observe how the child records the numerals. Did the child write the numerals from left to right, top to bottom, in a circle, or were they scattered randomly? Is the size of the numerals consistent?

Observations: Try six beans if the child can respond to the combinations of five confidently and with little hesitation. Continue to try larger numbers of objects until the child begins to slow down. Try a smaller number of objects if the child is hesitant or consistently responded incorrectly with five objects. Decrease the number until the child can respond correctly.