

Student name Grade Interview date Feb 22+23Teacher Krsten

Pre-assessment in blue pen, Post in red pen.

Teacher says: Can you count as high as you can for me (no materials). This question tests rote counting (has the student learnt to count by chanting or song and up to what number). *stopped at 10*

1 stopped him at 30
The student reached 10 before making a mistake.

Give a score of '1' for up to 10, '2' for up to 20 or beyond.

FOR FB, FC, FD, STOP AT THE FIRST QUANTITY STUDENT CANNOT COUNT AND PROCEED TO FE.

FB Counting FC Cardinality FD Correctly forming the matching digit

FB **Teacher puts out 3 teddy bears and says:** Can you please count these for me?

What the student said: 1, 2, 3 ✓

FC **How many are there?** This question tests cardinality, does the student repeat '1, 2, 3' (incorrect), or do they say '3' (knowing the final number they said in the count represents the number in the collection). *Recounts* ✓

FD **Teacher gives the student a post-it note and pencil:** Can you write that number? *marks paper but does not look recognisable as a 3* ✓

FB **Teacher puts out 5 teddies and says:** Can you please count these for me?

What the student said: 1, 2, 3, 4, 5 ✓

FC **How many are there?** *5* ✓

FD **Can you write that number?** ✓

FB **Can you get 7 teddy bears?**

What the student did: *Took a handful of teddies and counted them, I repeated the question as he only had 5 he took another handful placed with the others counted 7, put the rest away.*

FC **How many are there?** *7* ✓

FD **Can you write that number?** ✓

FB

Teacher says: Can you get 9 teddies?

What the student did: gets a hand full ✓

FC

How many are there? Counts to 4 (correct) ✓

FD

Can you write that number? No ✓ w/V+V prompts using classroom display.

FD

Can you write the number one? Two? Four? Six? Eight? Ten? Zero?

If needed, make that quantity in bears as a prompt for the student. What number is this?
Can you write it?

The student can correctly form the digits for: 1, 2, 4, 6, 8, 10, 0
✓+V prompts + classroom display.

FE

Teacher pulls out the bag of pre-sliced numerals (0-10): Can you tell me what this number is? **Teacher shows the student the numbers out-of-order, starting with a few of the earlier digits first (1, 5, 2, 4, 3, later 9, 7, 6, 8, 10, 0).**

The student can say the names of the numbers: 6
1, 5, 2, 4, 3, 9, 7, 6, 10
(didn't know 0 or 8)

FF

For each subitising flash card from the printable templates folder – Teacher says:

Can you try to see these numbers without counting them? What do you see?

Student must answer within 3-5 seconds but, more importantly, by seeing or using, "I see, I see, I see," (without counting by ones).

Student can subitise (tick for correct): *Stop at first card student cannot subitise*

Card A (2) ✓

Card B (3) ✓

Card C (5) ✓

Card D (4) ✓

Card E (5 irregular format) ✓
two + 3
5

Card F (7 irregular format)

Card G (9 irregular format)

FG

Conservation: **Teacher asks the student to count 6 teddies (if not possible, 3). If the student cannot count to 3, skip this question. Student puts the 6 teddies in the cup. Teacher covers the top of the cup with their hand and shakes it.**

How many teddies are in the cup now? Is the student sure there are still 6 or unsure?

Asks if it is magic. Doesn't know how many
Notes: still 6

Tick or leave blank.

- FH** Teacher has 6 blue teddies. Student is given 8 yellow teddies. Who has more? ✓✓
- FH** Teacher has 4 teddies. Student is given 7. Who has less? ✓ *Swapped teddy piles so that he had more, then answered*
- FI** Teacher pulls out the bag of pre-sliced numerals (0-10) again. Can you please put these numbers in order from smallest to biggest? ✓

FJ Use digits from previous question:

FK

Point to 5. What is one more? 6 ✓	Point to 4. What is one less? 5 ×
Point to 7. What is one more? 8 ✓	Point to 6. What is one less? 5 ✓ <i>Recognised earlier mistake</i>
Point to 9. What is one more? 9 ×	Point to 1. What is one less? Nothing.

- FL** **Early estimation:** Teacher pulls out a small glass or paper cup. **How many teddies do you think will fit in here? Make an estimate/thinking guess.** Then let the student fill the cup to check. Allow 25% margin of error (cup was filled with 20 and student estimated 15 or 25, mark correct). Estimate: Actual: (change type of cup for post-assessment)

5 10 18 10 ✓

- FM** **Early Addition:** If I had 2 teddies and you had 3, how many would we have altogether? Extra prompt if needed: Use the teddies to figure it out. *Notes on student's response and strategy:* 5 can't all ✓ make all count all though told me he wasn't counting

- FN** **Partition:** Can you make 5 with your fingers? Can you show me another way to make 5? For a score of '1', showed 1 other way. For a score of '2', show 2 other ways. *made 5, Shown with other hand ✓ 1 hand, other hand,*

- FO** **Early Subtraction:** If I had 6 teddies and I put 4 away, how many would I have? Extra prompt if needed: Use the teddies to figure it out. *Notes:* Puts all away Did not use teddies, instead closed his eyes + visualised ✓

- FP** **Early Division:** Here are 8 teddies. Can you share them equally between us? *Notes:* gives me all of the teddies. shares 1 for me, 1 for you method ✓

FQ

Positional language check: Teacher gives the student a blue teddy and puts two yellow teddies on the table. Here is your teddy. Tick box or leave blank.

Put your teddy behind the yellow teddies:



between the yellow teddies:



Put your teddy on top of the yellow teddies:



beside the yellow teddies:



Put your teddy next to the yellow teddies:



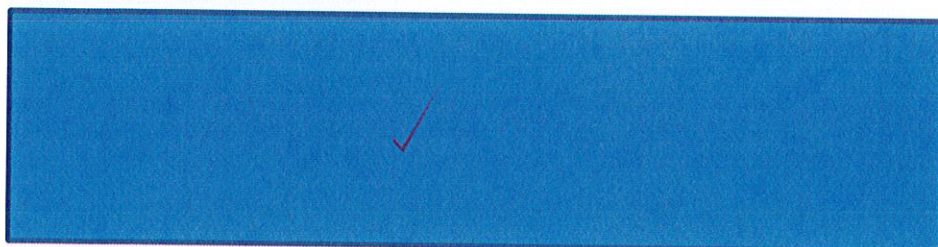
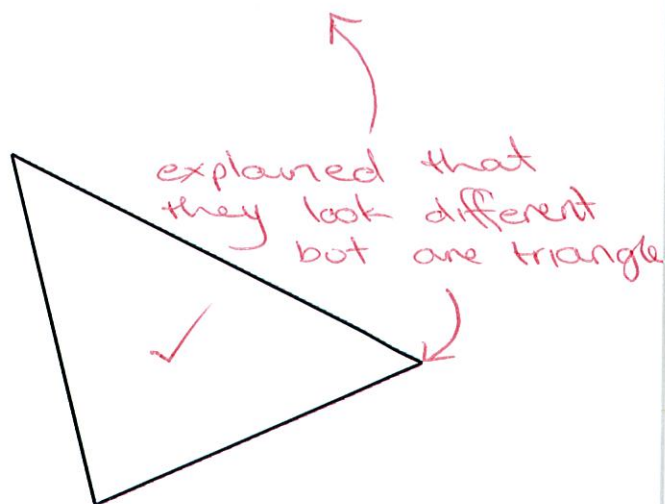
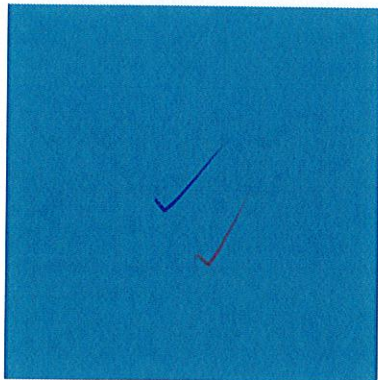
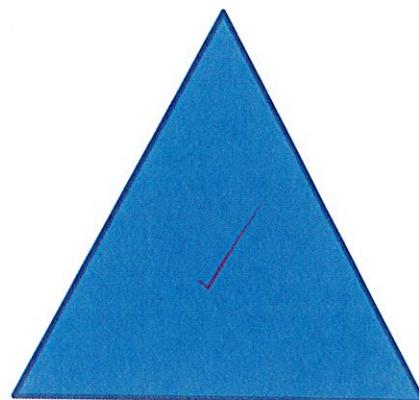
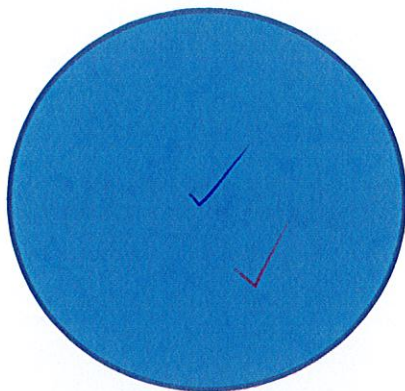
in your left hand:



asked which one is left hand prompted to have a go chose right.

FR

2D shape check: What shape is this? Tick the middle of the shape or leave blank.



FS

Can you tell me the days of the week?

Sunday

Sung the morning circle song from Sunday to Saturday.