

Student name Grade Interview date 26 Feb
~~28 Feb~~ 1 MarTeacher K. Cohen

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

FA

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). *No response, device prompted, said cootie using device.*

I stopped him at 50
The student reached 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 Verbal + Visual prompts.*
Copies, Count teddies.

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). ✓ *3* ✓

FD

Teacher gives the student a post-it note and pencil: Can you write that number?

backwards. ✓

FB

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

What the student said: *long pause '5 teddies' Counted 1-5* ✓

FC

How many are there? ✓ *→* ✓

FD

Can you write that number? *No* ✓

FB

Can you get 7 teddy bears? ✓

What the student did: *Counted out 7 Got a teddy out added to 5 + said '7' prompted to check, counted 6, added 1 more to get '7'*

FC

How many are there? *7* ✓ ✓

FD

Can you write that number? ✓ ✓

FB

Teacher says: Can you get 9 teddies?

What the student did:

*Counted 9 new teddies as he had
Counted out 10 teddies, put the others
away.*

FC

How many are there? *Play '9' using device.*

FD

Can you write that number? ✓

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, 10, 0, 6, 4 ✓
1, 2, 4, 6, 8, 10, 0

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:

1, 5, 2, 4, 3, 9, 7, 6, 8, 10, 0
All ✓

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) ✓

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?

Covers ears + disengaged.
Notes: *I did not shake the cup, but gently slid it toward myself. He knew there were still 6*

Tick or leave blank.

- FH** Teacher has 6 blue teddies. Student is given 8 yellow teddies. Who has more?
"Does Luka have more? or does Kirsten have more?" Response 'Luka'
- FH** Teacher has 4 teddies. Student is given 7. Who has less?
Responds "Luka" "Kirsten."
- 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:
No response

FK Using device to find the number pointed to and move forwards ~~if~~ or backwards.

Point to 5. What is one more? 6	Point to 4. What is one less? 3
Point to 7. What is one more? 7	Point to 6. What is one less? 5
Point to 9. What is one more? 10	Point to 1. What is one less? 0

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)

Device to write No. 2

2 7 17 11

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:

Play Given ~~sub~~ + Visual prompts to give 2 to me 3 to him while breaking down the question.

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.
Counts fingers but makes 5, counts again for another way
Counts fingers

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:
Play

FP Early Division: Here are 8 teddies. Can you share them equally between us? Notes:
Disengages Takes all teddies, prompted to share them gives me 1 teddy.

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:



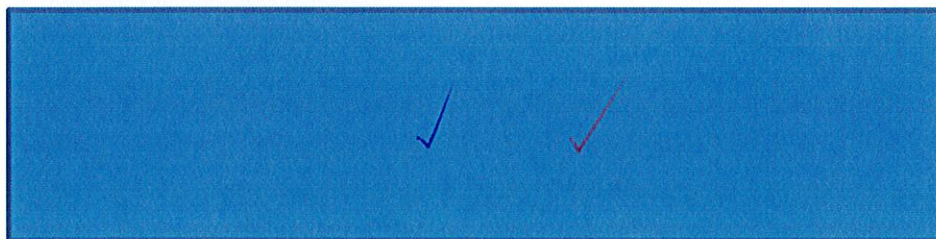
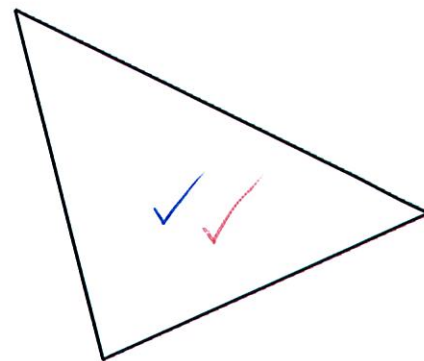
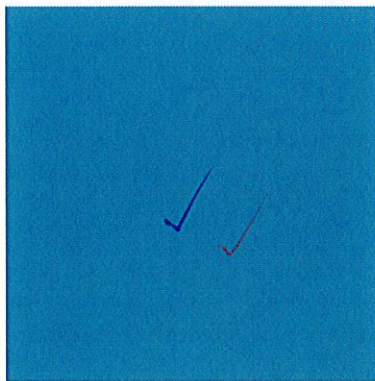
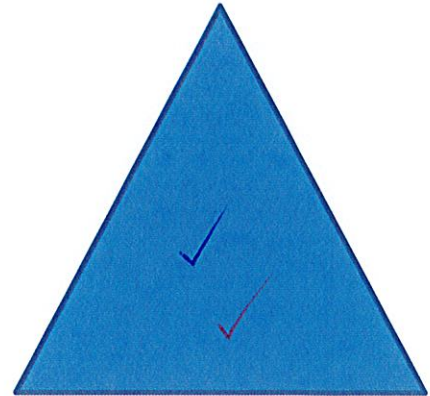
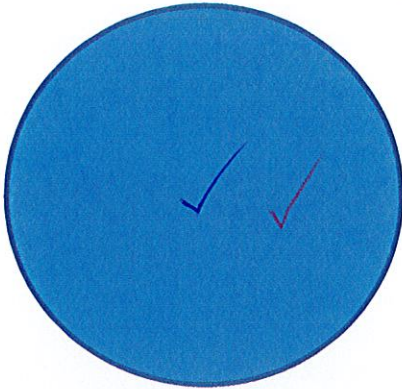
in your left hand:



FR

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

Device has pictures.
No device



FS

Can you tell me the days of the week?

Device has them in a line.

Sings morning circle song with days Sunday through to Saturday.