TOP TEN **COUNTING, SUBITISING AND EARLY OPERATIONS** **1-to-1 Interview**

**Student name** [redacted] **Grade** [redacted] **Interview date** Feb 19 Oct 6

**Teacher** Kirsten **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). (skipped 25)

The student reached 24 before making a mistake. I stopped him at 50

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). ✓ ✓

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

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

What the student said: 1, 2, 3, 4, 5, 6, 7; 1, 2, 3, 4, 5

FC **How many are there?** Recounts to 5, answers 5 ✓

FD Can you write that number? ✓

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

What the student did: took 7 bears out counting each as he went. put a handfull on the table then counted 7 + put the rest back

FC **How many are there?** 7 ✓

FD Can you write that number? ✓ ✓

FB **Teacher says: Can you get 9 teddies?**

What the student did: Put all teddies back and counted a new teddies. got 2 more teddies out after recounting the 7 he already had

FC **How many are there?** ✓

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 2 4 6 8 10, 0 / 1, 2, 4, 6, 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, 2, 3, 4, 5, 6, 7, 8, 9, 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) 8 4 and 3, 7 ✓ Card G (9 irregular format) I dont know 7

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?

*Notes:* 6 ✓

Tick or leave blank.

FH **Teacher has 6 blue teddies. Student is given 8 yellow teddies. Who has more?** Me ✓✓

FH **Teacher has 4 teddies. Student is given 7. Who has less?** question ✓ repeated V+V prompts.

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? ✓✓ | Point to 4. What is one less? ✓✓ |
| Point to 7. What is one more? ✓✓ | Point to 6. What is one less? ✓✓ |
| Point to 9. What is one more? ✓✓ | Point to 1. What is one less? ✓✓ |

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: 1000 10 Actual: 17 11 (change type of cup for post-assessment)

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:* Started by counting hrs, then counted mine did not add. ✓

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 with 1 hand did not know another way One hand, otherhand, 2 and 3.

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:* Put away all of the teddies while counting to 6 got 6 teddies, put 4 away, Subitised 2 left.

FP **Early Division: Here are 8 teddies. Can you share them equally between us?** *Notes:* gave me 1 Share 1 with me

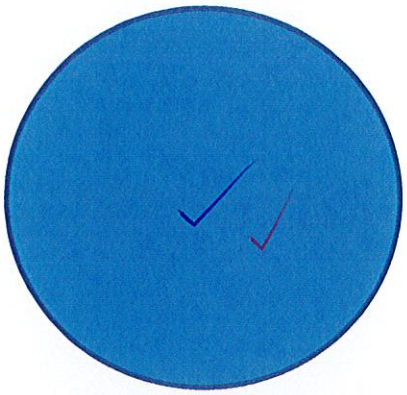
**FQ** **Positional language check: Teacher gives the student a blue teddy and puts two yellow teddies on the table. Here is your teddy.** Tick box or leave blank.

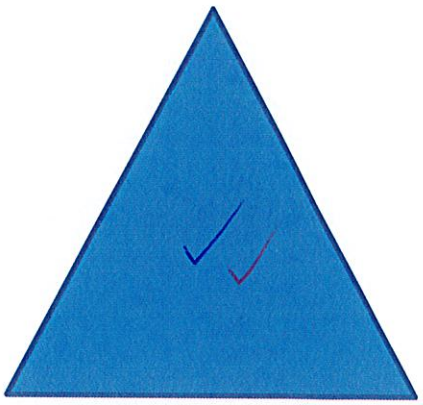
**Put your teddy behind the yellow teddies:** ☐ **between the yellow teddies:** ☐

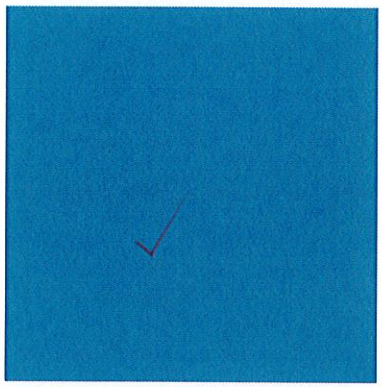
**Put your teddy on top of the yellow teddies:** ☑ **beside the yellow teddies:** ☐

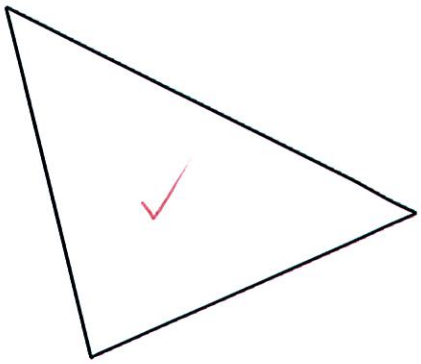
**Put your teddy next to the yellow teddies:** ☑ **in your left hand:** ☐

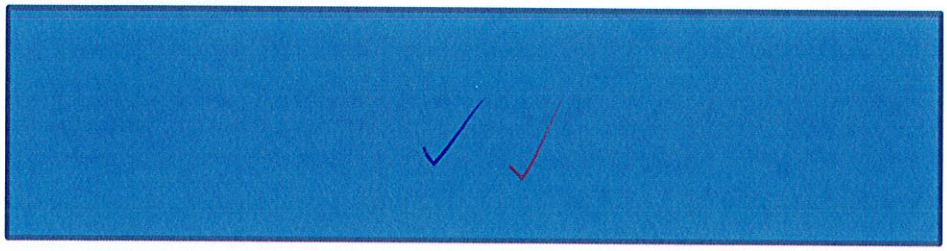
**FR** **2D shape check: What shape is this? Tick the middle of the shape or leave blank.**











**FS** **Can you tell me the days of the week?** ✓✓