

Counting On and Back Assessment Tasks

(For current Figurative students)

Name: _____

What you will need: Cardboard paper for screening, Counters, Numeral cards 1-100

Task	Student	Indicators of using Counting on and back strategies
'If I have 6 pencils and I get another 3, how many do I have altogether?'	Correctly adds the two groups without the use of concrete material.	Did the students count from one, or did the count on from 6?
Display a set of 8 counters. 'Here are 8 counters'. Screen the counters. Display a set of 5 more counters. 'There are 5 counters here'. Screen the second group. 'How many are there altogether?'	Demonstrates addition by counting on from the larger number.	Did the student: <ul style="list-style-type: none"> - Count from 1? - Count on from 8? - Know the answer automatically? If the student was unsuccessful in adding the two groups, unscreen the second group and pose the question again.
'If I have 8 lollies and I eat 3, how many are left?'	Completes the task without the use of concrete materials.	Did the student: <ul style="list-style-type: none"> - Count 8 fingers and took 3 away? - Count back from 8? - Know the answer automatically?
Display and then screen a collection of 15 counters. 'I'm taking out 6. How many are left?' Display the 6 removed counters.	Completes the task without having to see or feel the counters.	Did the student: <ul style="list-style-type: none"> - Count on from 6 to 15 - Count down from 15 to 6
<i>If students are unable to complete tasks without using concrete materials or not demonstrating any Counting On and Back strategies, STOP assessment. Students will need to stay in figurative to work on these strategies to move on.</i>		
Display numeral cards in the range 1-100, and ask the student to name the numeral being displayed	Correctly names each numeral.	Is the student able to name numerals in the range: <ul style="list-style-type: none"> - 1-10? - 1-20? - 1-100?
'Name the numeral which comes after...' 'Name the numeral which comes before...' (numbers in the range 1-100) (Do 1-3 questions)	Correctly says the numeral which comes after the given numeral.	Did the student: <ul style="list-style-type: none"> - Drop back and count up to find the next number? - Counts back to find the number before? - Know the answer automatically?
'Count forwards starting at 55' (stop at 64)	Correctly says the forward number word sequence from 55 to 64.	Does the student: <ul style="list-style-type: none"> - Know the forward number word sequence? - Count fluently from one decade to the next? (e.g. 59-60)
'Count backwards starting at 93' (stop at 87)	Correctly says the backward number word sequence from 93 to 87.	Does the student: <ul style="list-style-type: none"> - Know the backward number word sequence? - Count fluently from one decade to the next? (e.g. 90, 89)
<i>If students are unable to complete tasks without Counting On and Back strategies, STOP assessment. Students will need to stay in figurative to work on forward and backward number sequence in the range 1-100</i>		
Briefly display 13 counters before screening them. 'Here are 13 counters. I'm taking some of them out and there are 4 left'. How many did I take out?	Determines the missing addend without seeing or feeling the counters.	Does the student model and count the concealed items? Did the student count down from 13 to 4? Count from 4 up to 13?
Counts on and back to solve questions. Uses a count down from/to strategy → MOVE TO COUNTING ON & BACK		