Grade 1: Midyear

Universal Screener for Number Sense

Detailed Script and Rubrics, *print 1 copy/test administrator*

Number Word Sequences: 1.NBT.A.1   Number Sense: Forward Number Word Sequence

1. **"Start counting at 96 and I will tell you when to stop."** (Stop at 103) If student counts fluently for this task score as a 3 and proceed to the next task.
   - If student is not fluent with the first task, say, **"Start counting at 66 and I will tell you when to stop."** (stop at 72). If student counts fluently, continue to the next task.
   - If the student does not count fluently from 66 – 72, say, **"Start counting from 12."** Allow the student to count through 31.

3	2	1	0
Student is able to count from 96 – 103 on the first attempt without long pauses or significant self-corrections	Student is less than fully fluent with a count from 96 – 103. Student counts fluently from 66 – 72.	Student is less than fluent with the counts from 96 – 103 and 66 – 72. Student counts fluently from 12 – 32.	Student is less than fluent with each of the tasks.
Commentary: Proficient students are able to fluently count forward crossing 100 (but not necessarily to 120) starting from any number. Fluency that was developed in kindergarten needs to be practiced and further developed in first grade. Reciting the number word sequence is a skill that underlies conceptual development, and like any skill without regular usage it will be lost. Even students who at one time might have demonstrated fluency with these sequences can lose them without regular opportunities to practice.			

Number Word Sequences: 1.NBT.A.1   Number Sense: Backward Number Word Sequence

2. **"Now we are going to count backward, like 3, 2, 1. Start counting back from 18 and I will tell you when to stop."** If student is unsuccessful, say, **"Count back from 12."**

3	2	1
Student is able to fluently count down from 18.	Student can count back from 12, but makes mistakes or lacks fluency when counting back from 18 (pauses, or makes self-corrections).	Student is unable to count back from 12.
Commentary: The ability to count back is not only one that helps develop fluency and flexibility with the number sequence but is a basic skill that is necessary for developing fluency with subtraction. Students should be provided with ample opportunities to develop this skill which will support their developing fluency with subtraction under 20.		

Grade 1: Midyear

Numeral Identification: 1.NBT.A.1   Number Sense: Numeral Identification

    3. "**Read these numbers.**" Show cards one at a time in the order shown here.   (13, 100, 31, 70, 30, 12)

3	2	1
Student reads all of the number cards with fluency and certainty.	Student reads all numbers correctly, but without fluency or with uncertainty. Might include self-corrections or pauses or seeking support.	Student makes mistakes with one or more numbers when reading. Includes issues with reversals (reads 31 for 13) and trouble with "teen" versus "ty" (e.g. confuses pronunciation of 13 and 30)

Commentary : Proficient students read numbers to 100. Content of the second half of 1st grade begins to work extensively with larger numbers, so this skill becomes important for accessing the instruction and instructional materials.

Working with students to learn to read numbers is best done in short one-on-one or small group sessions. This is a great place to ask for parent support.

Language considerations: For students who speak more than one language, whenever possible assess the student in both their home language as well as the language of instruction. Many students who come to English as a second language, or who have speech and/or hearing issues have troubles not only pronouncing the difference between 13 and 30 (and other similar numerals), but sometimes cannot *hear* the difference either. This is best remedied with targeted instruction.

Problem Solving: Addition and Subtraction 1.OA.A.1   Number Sense: Covered Tasks - Addition

    4. Take 8 counters of one color. "**I have 8 counters here.**" (Allow student to see counters, but do not allow the student to count the counters.) "**I am going to cover these up.**" Cover them so that they are not visible, but still in front of the student. Take 4 more counters. "**Now I am going to put 4 more counters under here.**" Allow student to see the 4 counters, but not count them. Put the 4 counters under the cover with the 8. "**How many counters are there altogether?**"

    - If the student answers incorrectly, present the task again. "**Let's take another look. I have 8 here. How many are there?**" (Student should confirm that there are 8 counters under the cover.) "**Now I am putting 4 more. How many are there altogether?**"

3	2	1
Student is able to solve the problem on a first attempt.	Student is able to solve the problem on a second attempt. Or makes a self-correction when prompted to explain their thinking. If the student solves incorrectly, but then, without any prompting from the teacher, attempts the problem again and arrives at the correct answer, score as a level 3.	Student is unable to solve the problem.

Commentary: Proficient students solve result unknown addition problems crossing 10 using a counting or other strategy when presented in the context of materials. Teachers will want to pay close attention to the strategies the students use and especially the use of fingers. Does the student solve the problem (or attempt to solve the problem) by counting from one? Does the student count on (e.g. starting from 8, "8, 9, 10, 11, 12") Does the student use a make-a-ten strategy? It is especially important to notice the strategies of students who are unsuccessful. Do they say the just "know it?" Do they have strategies for using their fingers? Do they arrive at a wrong answer due to an error in counting? Etc.

Grade 1: Midyear

Foundations of Place Value: 1.NBT.B.2   <u>Number Sense: Place Value – Tens and Ones</u>

5. Place about 100 sticks, some bundled together in set of 10s, about 20 of loose ones. Show the student a bundle of 10 sticks grouped together with a rubber band. **"Each of these bundles has 10 sticks."** Put the bundle back onto the table. "**Please give me 30 of the sticks**."
    - If student is unable to create a set of 30 sticks, score at level 0 and end this part of the assessment.
    - If the student solves the task by using a combination of 10s and individual sticks to get to 30 take note and demonstrate that the problem can be solved with 3 tens (either by bundling or replacing the loose sticks) and continue with the next part of this task.

    Leave the 3 bundles of ten sticks in front of the student. From the remaining sticks, place another bundle of ten and 4 loose sticks in front of the student. Leave all the sticks visible in front of the student. **"I am putting 10 here."** (slide a bundle of ten next to the 30) **Now I am putting 4 more.** (slide 4 loose sticks next to the others) **"How many sticks are there now?"** Leave the sticks on the table (all uncovered) in front of the student.

3	2	1	0
Student adds 10 and 4 ones to the 30 without needing to recount the 30. (e.g. "30, 40, 41, 42, 43, 44") or other more efficient strategy.	Student recounts original 30 and counts tens and ones to solve the task (e.g. 10, 20, 30, 40, 41, 42, 43, 44).	Student makes the set of 30 but is unable to arrive at 44.	Student is unable to make a set of 30.

Mid-Year Expectation: Proficient students recognize that materials grouped in tens can be counted by ten to arrive at any multiple of 10 under 100.   This task is designed to reveal a number of things: Does the student know that they can count sets of ten sticks by counting by ten? Once the set of 30 is established, is the student able to operate on the set of 30 without the need for recounting? Can the student switch from a count of 10s to a count of ones? Listen for students who, after counting the 40, continue counting by tens even though they are now counting individual sticks. This ability to flexibly switch back and forth between tens and ones is an important cognitive milestone expected in 1st grade that prepares students for the work of 2nd grade.

Grade 1: Midyear
Universal Screener for Number Sense

Quick Script, *print 1 copy/test administrator*

Number Word Sequences

1. **"Comienza a contar del 96 y yo te avisare cuando parar."** (Stop at 103) If student counts fluently for this task score as a 3 and proceed to the next task.
> - If student is not fluent with the first task, say, **"Comienza a contar del 66 y yo te avisare cuando parar."** (stop at 72). If student counts fluently, continue to the next task.
> - If the student does not count fluently from 66 – 72, say, **"Comienza a contar del 12."** Allow the student to count through 31.

2. **"Ahora contaremos para atrás, como 3, 2, 1. Comienza a contar para atrás desde el 18 y yo te avisare cuando parar."** If student is unsuccessful, say, **"Cuenta para atrás desde el 10."**

Numeral Identification

3. "**Lee estos números.**" Show number cards one at a time. (13, 100, 31, 70, 30, 12)

Problem Solving: Addition and Subtraction

4. Take 8 counters of one color. **"Yo tengo 8 contadores aquí."** (Allow student to see counters, but do not allow the student to count the counters.) **"Yo voy a cubrir estos."** Cover them so that they are not visible, but still in front of the student. Take 4 more counters. **"Ahora voy a poner 4 contadores más debajo."** Allow student to see the 4 counters, but not count them. Put the 4 counters under the cover with the 8. **"¿Cuántos contadores hay en total?"**
> - If the student answers incorrectly, present the task again. **"Vamos a repasar esto nuevamente. Yo tengo 8 aquí. ¿Cuántos hay?"** (Student should confirm that there are 8 counters under the cover.) **"Ahora estoy poniendo 4 más. ¿Cuántos hay todos juntos?"**

Foundations of Place Value

5. Place about 100 sticks, some bundled in 10s, about 20 of loose ones. Show the student a bundle of 10 sticks. **"Cada uno de estos manojos tiene 10 palos."** Put the bundle back onto the table. "**Por favor dame 30 de esos palos**."
> - If student is unable to create a set of 30 sticks, score at level 0 and end this part of the assessment.
> - If the student solves the task by using a combination of 10s and individual sticks to get to 30 take note and demonstrate that the problem can be solved with 3 tens (either by bundling or replacing the loose sticks) and continue with the next part of this task.

Leave the 3 bundles of ten sticks in front of the student. From the remaining sticks, place another bundle of ten and 4 loose sticks in front of the student. Leave all the sticks visible in front of the student. **"Yo estoy poniendo 10 aquí."** (slide a bundle of ten next to the 30) "**Ahora estoy poniendo 4 más.**" (slide 4 loose sticks next to the others) **"¿Cuántos palos hay ahora?"** Leave the sticks on the table (all uncovered) in front of the student.

Grade 1: Midyear
Universal Screener for Number Sense
Interview Note Catcher, *print 1 copy/student*

Name: _____

Date: _____ Teacher: _____

Language: □ English   □ Spanish   □ Other: _____

Number Word Sequences	*score*
1. "Start counting at 96 and I will tell you when to stop." (Stop at 103) if necessary: **"Start counting at 66 and I will tell you when to stop."** (stop at 72). if necessary: **"Start counting from 12."** Allow the student to count through 31. *Notes:* □ *student counts fluently from 96 to 103: 3 pts* □ *student less than fully fluent with a count from 96 – 103 but counts fluently from 66 – 72: 2 pts* □ *student is less than fluent with the counts from 96 – 103 and 66 – 7 but counts fluently from 12 – 32: 1 pt* □ *less than fluent with all tasks: 0 pts*	
2. "Now we are going to count backward, like 3, 2, 1. Start counting back from 18 and I will tell you when to stop." If student is unsuccessful, say, **"Count back from 12."** *Notes:* □ *student fluently counts down from 18: 3 pts* □ *student counts back from 10, but makes mistakes or lacks fluency counting back from 18: 2 pts* □ *student cannot count back from 10: 1 pt*	

Numeral Identification	*score*
3. "Read these numbers." *13* ___ *100* ___ *31* ___ *70* ___ *30* ___ *12* ___ *Notes:* □ *identifies fluently: 3 pts* □ *identifies without fluency: 2 pts* □ *one or more mistakes: 1 pt*	

Problem Solving: Addition and Subtraction	*score*
4. 8 + 4 *Notes:* □ *correct (independent): 3 pts* □ *correct on 2nd attempt (with prompt)* □ *Incorrect: 1 pt*	

Foundations of Place Value	*score*
5. 30 + 10 + 4 *Notes:* □ *student adds fluently: 3 pts* □ *student recounts 30 and adds 10s and 1s: 2 pts* □ *student makes set of 30, cannot get to 44: 1 pt* □ *student cannot make 30: 0 pts*	

13

100

31

70

30

12

Grade 1: Midyear   Screener Cards
135