

Grade 1: Midyear

Universal Screener for Number Sense

Instructions

Interview

Modified for MOST – Spring 2025

Use with **Continuing** students who were given the Grade 1 FALL assessment in Fall 2024

Interviews should be conducted one-on-one with students. Do not provide paper and pencil or any materials other than those specified in the tasks.

Interviews can be done by sitting with a single student and working through all of the questions, or can be done one or two questions at a time. For example, teachers might find that they can quickly and easily assess counting by moving around the room to listen to students count and then, later, in a separate session, set up a table with the necessary materials and pull students one at a time to complete those tasks that use materials.

We encourage that the interviews be done by the primary teacher if possible since so much of the important information that comes from these tasks cannot be captured in a score.



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

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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.
<p>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.</p>			

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.”** Stop student when they reach 9. 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.
<p>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.</p>		



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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 and Subtraction

4.

- a. 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?**”



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- b. Take 13 counters of one color. **“I have 13 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. Remove 5 counters. **“Now I am going to take away 5 counters from under here.”** Allow student to see the 5 counters, but not count them. Put the 5 counters under the 2nd cover. **“How many counters are left?”**

If the student answers incorrectly, present the task again. **“Let’s take another look. I have 13 here. How many are there?”** (Student should confirm that there are 13 counters under the cover.) **“Now I am taking away 5 counters. How many are left?”**

3	2	1
Student is able to solve both problems on a first attempt. 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 able to solve both problems, and needs a second attempt for at least one of them. Or makes a self-correction when prompted to explain their thinking.	Student is unable to solve one or both problems.
<p>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.</p>		



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Foundations of Place Value: 1.NBT.B.2

Number Sense: Place Value – Tens and Ones

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 or makes 30 counting by ones.

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.



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6. Number Writing: 1.NBT.1

Number Sense: Numeral Writing

(Eight, three, ten, six, eleven, seventeen)

3	2	1
Student writes numbers to 20. (occasional reversals allowed). Reversals are things like this three: ϵ	Student writes numbers under 10 accurately. (occasional reversals allowed)	Unable to accurately write all numbers under 10. Student might, for instance substitute a 2 for a 5 or, make completely unrecognizable marks
<p>Commentary: Students should be able to write numbers to 20 fluently by this point in the year. Those who are still confusing this will have trouble communicating their thinking, responding to tasks, and accessing instruction. For students who are still struggling in this area attention and appropriate supports should be put in place to accelerate the learning in this area.</p> <p>NOTE: It is also good to pay attention to the ways that students write numbers to ensure that they use the correct stroke sequence (i.e. the number 0 should be started at the top of the number).</p>		

7. Tell a Story to show 12-4: 1.OA.A.1

Number Sense: Concepts of Subtraction

3	2	1
Student tells a story using the indicated numbers that shows a subtractive situation	Student tells a story using 12 and 4 that does not show subtraction	Student's story does not show subtraction and does not use 12 and 4
*Do not deduct points for incorrect answer to the math problem		
<p>Commentary: This task is a complement to the interview subtraction task. It is critical that first grade students are conceptualizing subtraction when it is presented symbolically. Story contexts can help students demonstrate how they conceptualize a topic.</p>		

8. Tell a story to show 7 + 4: 1.OA.A.1

Number Sense: Concepts of Addition

3	2	1
Student tells a story using 7+4 that shows additive situation	Student tells a story using 7 and 4 that does not show addition	Student's story does not show addition and does not use 7 and 4
*Do not deduct points for incorrect answer to the math problem		
<p>Commentary: Students need to connect symbolic representations to quantitative representations of situations. This is an important foundation for understanding operations, but also for communicating reasoning.</p>		



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9. Addition Problems: 1.OA.C.6

Number Sense: Structures, Flexibility and Fluency

3	2	1	0
4 correct without counting by one	2 – 4 correct, strategy involves counting by one	1 correct	0 correct
Commentary: Students will use a variety of strategies to solve these problems. Observe strategies carefully to determine next steps for instruction.			

10. Subtraction Problems: 1.OA.C.6

Number Sense: Structures, Flexibility and Fluency

3	2	1	0
4 correct without counting by one	2 – 4 correct, strategy involves counting by one	1 correct	0 correct
Commentary: Students will use a variety of strategies to solve these problems. Observe strategies carefully to determine next steps for instruction.			

11. Addition and Subtraction – unknowns in different positions 1.OA.D.8

Number Sense: Structures, Flexibility and Fluency

3	2	1
2 correct	1 correct	0 correct
Commentary: Students will use a variety of strategies to solve these problems. Observe strategies carefully to determine next steps for instruction.		



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Number Word Sequences

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.

- a. 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.
- b. If the student does not count fluently from 66 – 72, say, **"Start counting from 12."** Allow the student to count through 31.

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."** Stop student when they reach 9. If student is unsuccessful, say, **"Count back from 12."**

Numerals Identification

3. **"Read these numbers."** Show number cards one at a time. (13, 100, 31, 70, 30, 12)

Problem Solving: Addition and Subtraction

- 4.
- a. 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?"**

- b. Take 13 counters of one color. **"I have 13 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. Remove 5 counters. **"Now I am going to take away 5 counters from under here."** Allow student to see the 5 counters, but not count them. Put the 5 counters under the 2nd cover. **"How many counters are left?"**

If the student answers incorrectly, present the task again. **"Let's take another look. I have 13 here. How many are there?"** (Student should confirm that there are 13 counters under the cover.) **"Now I am taking away 5 counters. How many are left?"**



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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. **"Each of these bundles has 10 sticks."** Put the bundle back onto the table. **"Please give me 30 of the sticks."**

- a. If student is unable to create a set of 30 sticks, score at level 0 and end this part of the assessment.
- b. 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.

Writing Numbers [Give student ½ sheet of blank paper and a pencil]

6. For numeral dictation, written task. **"Write these numbers."**
- a. Eight, three, ten, six, eleven, seventeen"

Problem Solving: Addition and Subtraction

- 7.
- a. **"I'm going to tell you a story problem for $5 - 1$. I had 5 cookies. I gave one to my friend. How many cookies do I have now?"**
 - b. Present the expression card for $12 - 4$. **"Tell me a story problem to go with this."**
- 8.
- a. **"I'm going to tell you a story problem for $3 + 2$. Yesterday I saw 3 crayons on a desk and 2 more on the floor. How many crayons did I see?"**
 - b. Present the expression card for $7 + 4$. **"Tell me a story problem to go with this."**

9. Addition Problems for Fluency within 10

- a. Present the expression $1 + 5$. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 1 plus 5?"**
- b. Present the expression $5 + 3$. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 5 plus 3?"**
- c. Repeat with expression cards showing $2 + 8$ and $4 + 4$



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10. Subtraction Problems for Fluency within 10

- Present the expression $9 - 4$. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 9 minus 4?"**
- Present the expression $6 - 3$. **"Read this card."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"How much is 6 minus 3?"**
- Repeat with expression cards showing $10 - 6$ and $8 - 5$

Algebraic Thinking

11.

- Take 3 counters of one color. **"I have 3 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. **"Now I am going to put some more counters under here."** Secretly slide 2 counters under the cover so they're not visible, but still in front of student. **"Now I have 5 all together." How many counters did I add?**
 - If the student answers incorrectly, present the task again. **"Let's take another look. I have 3 counters here" "How many do I have?"** (Student should confirm that there are 3 counters) **"Now I'm adding some more counters and have 5 all together" "How many counters did I add?"**
- Take 5 counters of one color. **"I have 5 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. **"Now I am going to take some away."** Secretly pull out 4 counters and put them under a different screen. **"Now there is one counter here."** Uncover the counter to show the student, then cover it again. **"How many did I take away?"**
 - If the student answers incorrectly, present the task again. **"Let's take another look. I have 5 counters here" "How many do I have?"** (Student should confirm that there are 5 counters) **"Now I'm taking some counters away." "There is one counter left." "How many counters did I take away?"**



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Quick Script, *print 1 copy*

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Number Word Sequences

1. **"Comienza a contar del 96 y yo te avisaré 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 avisaré 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 avisaré cuando parar."** Stop student when they reach 9. If student is unsuccessful, say, **"Cuenta para atrás desde el 12."**

Numerals Identification

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

Problem Solving: Addition and Subtraction

4.

- a. 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?"**

- b. Take 13 counters of one color. **"Yo tengo 13 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. Remove 5 counters. **"Ahora voy a quitar 5 contadores."** Allow student to see the 5 counters, but not count them. Put the 5 counters under a 2nd cover. **"¿Cuántos contadores quedan?"**

If the student answers incorrectly, present the task again. **"Vamos a repasar esto nuevamente. Yo tengo 13 aquí. ¿Cuántos hay?"** (Student should confirm that there are 13 counters under the cover.) **"Ahora me llevo 5. ¿Cuántos contadores quedan?"**



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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.

Numeral Identification [Give student $\frac{1}{2}$ sheet of blank paper and a pencil]. For numeral dictation, written task. **"Escribe estos números."**

- Ocho, tres, diez, sies, once, diecisiete

Problem Solving: Addition and Subtraction

- "Te voy a contar un problema de historia para $5 - 1$. Tenía 5 galletas. Le di uno a mi amigo. ¿Cuántas galletas tengo ahora?"**
 - Present the expression card for $12 - 4$. **"Cuéntame un problema de historia para acompañar esto."**
- "Te voy a contar un problema de historia para $3 + 2$. Ayer vi 3 lápices de colores en un escritorio y 2 más en el suelo. ¿Cuántos lápices de colores vi?"**
 - Present the expressions card for $7 + 4$. **"Cuéntame un problema de historia para acompañar esto."**
- Addition Problems for Fluency within 10**
 - Present the expression $1 + 5$. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 1 más 5?"**
 - Present the expression $5 + 3$. **"Lee esta tarjeta."** Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. **"¿Cuánto es 5 más 3?"**
 - Repeat with expression cards showing $2 + 8$ and $4 + 4$



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9. Subtraction Problems for Fluency within 10

- Present the expression $9 - 4$. "**Lee esta tarjeta.**" Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. "**¿Cuánto es 9 menos 4?**"
- Present the expression $6 - 3$. "**Lee esta tarjeta.**" Check to ensure that the student has read the problem accurately. Correct students who do not read it correctly. "**¿Cuánto es 6 menos 3?**"
- Repeat with expression cards showing $10 - 6$ and $8 - 5$

Algebraic Thinking

- 10.
- Take 3 counters of one color. "**Yo tengo 3 contadores aquí.**" (Allow student to see counters, but do not allow the student to count the counters.) "**Voya cubrir estos.**" Cover them so that they are not visible, but still in front of the student. "**Ahora, voy a poner algunos contadores más aquí abajo.**" Secretly slide 2 counters under the cover so they're not visible, but still in front of student. "**Ahora tengo 5 todos juntos.**" "**¿Cuántos contadores agregué?**"
 - If the student answers incorrectly, present the task again. "**Vamos a repasar esto nuevamente. Yo tengo 3 contadores aquí.**" "**¿Cuántos tengo?**" (Student should confirm that there are 3 counters) "**Voy a poner algunos contadores más.**" "**Ahora, tengo 5 todos juntos.**" "**¿Cuántos contadores agregué?**"
 - Take 5 counters of one color. "**Yo tengo 5 contadores aquí.**" (Allow student to see counters, but do not allow the student to count the counters.) "**Voya cubrir estos.**" Cover them so that they are not visible, but still in front of the student. "**Ahora, me voy a llevar un poco.**" Secretly pull out 4 counters and put them under a different screen. "**Ahora hay 1 contador aquí.**" Uncover the counter to show the student, then cover it again. "**¿Cuántos llevé?**"
 - If the student answers incorrectly, present the task again. "**Vamos a repasar esto nuevamente. Yo tengo 5 contadores aquí.**" "**¿Cuántos tengo?**" (Student should confirm that there are 5 counters) "**Me voy a llevar un poco.**" "**Ahora hay 1 contador aquí.**" "**¿Cuántos llevé?**"



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Interview Note Catcher, *print 1 copy/student*

Name: _____
Date: _____ Teacher: _____
Language: <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: _____

Number Word Sequences	<i>score</i>
<p>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:</p> <p><input type="checkbox"/> student counts fluently from 96 to 103: 3 pts <input type="checkbox"/> student less than fully fluent with a count from 96 - 103 but counts fluently from 66 - 72: 2 pts <input type="checkbox"/> student is less than fluent with the counts from 96 - 103 and 66 - 7 but counts fluently from 12 - 32: 1 pt <input type="checkbox"/> less than fluent with all tasks: 0 pts</p>	
<p>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." Stop student when they reach 9. If student is unsuccessful, say, "Count back from 12." Notes:</p> <p><input type="checkbox"/> student fluently counts down from 18: 3 pts <input type="checkbox"/> student counts back from 10, but makes mistakes or lacks fluency counting back from 18: 2 pts <input type="checkbox"/> student cannot count back from 10: 1 pt</p>	
Numeral Identification	<i>score</i>
<p>3. "Read these numbers."</p> <p>13 ____ 100 ____ 31 ____ 70 ____ 30 ____ 12 ____</p> <p>Notes:</p> <p><input type="checkbox"/> Identifies fluently: 3 pts <input type="checkbox"/> Identifies without fluency: 2 pts <input type="checkbox"/> One or more mistakes: 1 pt</p>	
Problem Solving: Addition and Subtraction	<i>score</i>
<p>4.</p> <p>a. 8 + 4 b. 13 - 5</p> <p>Notes:</p> <p><input type="checkbox"/> Both correct (independent): 3 pts <input type="checkbox"/> Both correct on 2nd attempt (with prompt): 2 pts <input type="checkbox"/> One or both incorrect: 1 pt</p>	

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Foundations of Place Value	Score
<p>5. $30 + 10 + 4$ Notes:</p> <p><input type="checkbox"/> student adds fluently: 3 pts <input type="checkbox"/> student recounts 30 and adds 10s and 1s: 2 pts</p> <p><input type="checkbox"/> student makes set of 30, cannot get to 44: 1 pt</p> <p><input type="checkbox"/> student cannot make 30 or counts by ones: 0 pts</p>	
Numeral Identification	score
<p>6. "Write these numbers."</p> <p>8 _____ 3 _____ 10 _____ 6 _____ 11 _____ 17 _____</p> <p>Notes:</p> <p><input type="checkbox"/> writes numbers to 20 accurately: 3 pts <input type="checkbox"/> writes numbers to 10 accurately: 2 pts</p> <p><input type="checkbox"/> unable to writes numbers to 10 accurately: 1 pt</p>	
Problem Solving: Addition and Subtraction in context	score
<p>7. $12 - 4$ Notes:</p> <p><input type="checkbox"/> subtractive story using 12 and 4: 3 pts <input type="checkbox"/> non-subtractive story using 12 and 4: 2 pts</p> <p><input type="checkbox"/> non-subtractive story; does not use 12 and 4: 1 pt</p>	
Problem Solving: Addition and Subtraction in context	score
<p>8. $7 + 4$ Notes:</p> <p><input type="checkbox"/> additive story using 7 and 4: 3 pts <input type="checkbox"/> non-additive story using 7 and 4: 2 pts</p> <p><input type="checkbox"/> non-additive story; does not use 7 and 4: 1 pt</p>	
Addition Problems for Fluency within 10	score
<p>9. "Read this card; How much is..."</p> <p>1+5 _____ 5+3 _____ 2+8 _____ 4+4 _____</p> <p>Notes:</p> <p><input type="checkbox"/> 4 correct without counting by one: 3 pts <input type="checkbox"/> 2-4 correct; involves counting by ones: 2 pts</p> <p><input type="checkbox"/> 1 correct: 1 pt <input type="checkbox"/> 0 correct: 0 pts</p>	



Grade 1: Midyear

Universal Screener for Number Sense

Modified for MOST – Spring 2025

Use with **Continuing** students who were given the Grade 1 FALL assessment in Fall 2024

Subtraction Problems for Fluency within 10	<i>score</i>
<p>10. "Read this card; How much is..."</p> <p style="text-align: center;">9-4 _____ 6-3 _____ 10-6 _____ 8-5 _____</p> <p>Notes:</p> <p><input type="checkbox"/> 4 correct without counting by one: 3 pts <input type="checkbox"/> 2-4 correct; involves counting by ones: 2 pts</p> <p><input type="checkbox"/> 1 correct: 1 pt <input type="checkbox"/> 0 correct: 0 pts</p>	
Algebraic Thinking	<i>score</i>
<p>11.</p> <p>a. $3 + \underline{\quad} = 5$ b. $5 - \underline{\quad} = 1$</p> <p>Notes:</p> <p><input type="checkbox"/> 2 correct: 3 pts <input type="checkbox"/> 1 correct: 2 pts <input type="checkbox"/> 0 correct: 0 pts</p>	

Grade 1 Midyear – Modified for MOST for Continuing Students

Well Below Basic	Below Basic	Basic	Proficient
7–13	14–20	21–27	28–33

****Students having overall proficiency scores from 7–20 are recommended for continuing in the MOST program during Spring 2025.**



70

31

100

12

13

30

$5 + 3$

$2 + 8$

Modified for MOST – Spring 2025

Use with Continuing students who were given the Grade 1 FALL assessment in Fall 2024

Grade 1: Midyear

Universal Screener for Number Sense



Grade 1: Midyear

Universal Screener for Number Sense

$1 + 5$

$4 + 4$

$9 - 4$

$6 - 3$

$10 - 6$

$8 - 5$

Screener Cards – Page 2 of 2

Screener Cards – Page 2 of 3

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Grade 1: Midyear

Universal Screener for Number Sense

$12 - 4$	$7 + 4$
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