

## Early Numeracy Screening Update: March 2007



*What if I have already given the screening for the spring?*  
That's fine. There are really no major changes in K or 1 that would affect scores.  
2- You might want to give number 5 to check on the strategies mentioned below.

### **Kindergarten:**

- No changes, just a place to put the grade level expectation on the paper copy.

### **Grade 1:**

- Place to put the grade level expectation on the paper copy.
- Counting by 2's , 5's is gone.
- Added one more number to each number after and number before task.

### **Grade 2:**

- Counting by 2's , 5's is gone.

### **What has been added?**

- Arithmetical Strategies: Stages 3-4-5 Count On; Count down from; Count down to; Subtraction as the inverse of addition)

**8+5** This problem is checking to see if the child can count on from 8. 5 is still small enough to only have to use one hand to count on when using fingers. The sum forces the child to cross the decade and use more than 10 fingers.

**14+7** This problem is checking to see if the child can count on from 14. The first addend is more than 10 fingers. 7 is forcing the child to go beyond one hand if using fingers to count on. Counting on is happening through the teens and into the 20's. The sum forces the child to cross the decade.

**16-3** This problem is beyond 10 fingers forcing the child to use a mental picture of 16. This problem elicits the count down from strategy where the number being removed is small. 16,15, 14,13. This problem is observing a stage 3 process. A child may think of 16 as ten and 6; remove 3 from six and then put 3 and 10 back together. Done efficiently (mentally) that would be considered a stage 5.

**17-15** This problem is beyond 10 fingers forcing the child to use a mental picture of 17. This problem elicits the count down to strategy where the number being removed is close to the minuend (17). 17, 16, 15 It took me two jumps to get to 15. This problem is observing a stage 4 process. A child may think of 17 as ten and 7; remove 10 from 10 and then remove five from seven and then put 2 and 0 back together. Done efficiently(mentally)that would be considered a stage 5. It is also a stage 5 if the child uses the inverse of addition, in other words counts on ( $15 + \underline{\quad} = 17$ )

**28-2** This problem is similar to 16-3 where it is eliciting the count down from strategy  
28, 27, 26

**28-25** This problem is similar to 17-15 where it is eliciting the count down to strategy, but could also show strategies at a stage 5

