Readiness for Grade 1 Assessment

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Materials:

☐   two-sided counters (approximately 70).

☐   interlocking blocks (10), 1 red, 1 green, the rest different colours.

☐   number line (0-10).

☐   paper and crayons for the student.

☐   9 buttons of different sizes and colours.

☐   dot cards, 1-10.

Instructions:

1. Collect materials.

2. Read through the question sheet and the recording sheet to become familiar with the test and scoring procedure.

3. Circle the score on the recording sheet as the child completes each question. Relevant comments or observations can be written in the space beside the ✏ symbol.

4. The test should take about 15-20 minutes to complete.

5. Add up the score and find the percentage. Refer to the Rubric for explanation of score.

QUESTION SHEET

Name:	Date:
Age:	

1.   a) <u>Estimation</u>:   Place a handful of 2-sided counters on the table. **"Here is a pile of counters. How many do you think there are?"**

   b) <u>One-on-one correspondence</u>: " **Now point to each one as you count them for me, please".**

   c) <u>Counting</u>: If child counted correctly, place another handful on the table. **"How many more can you count?"**

2.   a) <u>Cardinality</u>:   Give the child 10 blocks. **"Count these blocks for me, please.** (Pause) **How many are there?"** The child can keep the blocks for the next activity.

   b) <u>Abstraction</u>: Place 7 counters of one colour in a row. "Use your blocks to make a row that has the same number as mine does."

   c) <u>Conservation</u>:   Using the same row of counters, say **"Here are 6 counters close together. Now I am going to do this (**spread apart). **How many counters do I have now?"**

   d) <u>Movement is magnitude, more and less</u>: Using a number line (0-10) and a block, count to "5" and place the block on the number as you say **"I have 1, 2, 3, 4, 5 cookies. If I had one more cookie, where would I put my block?** Put the block back on "5" and say: **"If I had one less cookie, where would I put my block?**

   e) <u>Order Irrelevance</u>: **"Here are some blocks. Start with the green one and tell me how many blocks there are. Now, what would happen if you started counting with the red block?"**

3.   <u>Ordinal numbers</u>: **"Here are some pictures of shapes."**
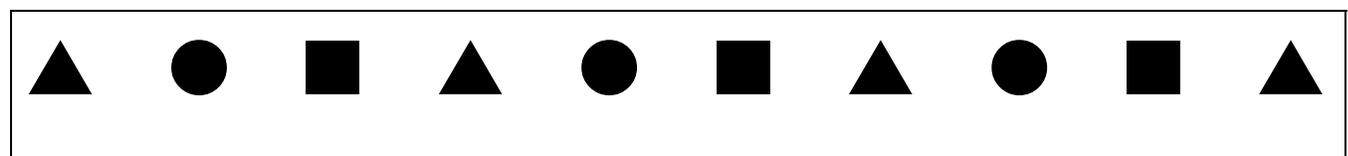
"Show me the first shape; Show me the third one; Show me the eighth one."

4. Number Relationships: Count 5 blocks into your hand. Ask "How many blocks do I have in my hand?" Hide 2 in one hand. Ask "How many do I have in my hand now?" (3)
Ask "How many do you think I have in my other hand?" (2)

5. Problem Solving (addition): Provide student with paper, a crayon, blocks or counters. Present the problem … "Sam has 5 toy cars. He gets 2 more for his birthday. How many does he have now? Use anything you like to help solve it."
"How did you figure that out?"
"Why do you think it is the right answer?"
"What is another way to solve the problem?"

6. Problem Solving (subtraction): Same as (8). Present the problem … "Jill has 5 cookies. She ate 3 of them. How many cookies does Jill have left? Use anything you like to help solve it." Ask:
- how did you figure that out?
- why do you think it is the right answer?
- what is another way to solve the problem?

7. Sort and Classify : Place some buttons on the table. Ask the student to sort them into two groups.
"Tell me how you made your groups." Then: "What is another way to sort these buttons?"

8. Ordering Objects: Choose 4 buttons of different sizes. "Put the buttons in order from biggest to smallest."

9. Representation & Numeral Printing: Place dot cards (ranging from 1-10) randomly on the table. Give the child a piece of paper and a crayon. Say: "Here are some dot cards. Choose a card and print how many dots are on the card." Repeat until 5 cards have been used. The child should use at least 2 numbers greater than the number 5.

RECORDING SHEET

Name:	Date:
Age:	Total score:

Circle the most appropriate answer. Record any relevant comments beside ✏.

1. a. <u>Estimation</u>
    ✏

    0 - none given.
    1 - unreasonable number
    2 - fair estimate

    b. <u>One-on-one correspondence</u>
    ✏

    0 - touching does not match counting
    1 - makes a couple of errors
    2 - no errors

    c. <u>Counting</u>
    ✏

    0 - counts to 29
    1 - counts from 30-59
    2 - counts over 60

2. a. <u>Cardinality</u>
    ✏

    0 - recounts, wrong answer
    1 - recounts, right answer
    2 - recognizes that last number is quantity

    b. <u>Abstraction</u>
    ✏

    0 - puts the wrong number of blocks
    1 - correctly matches the blocks to counters
        without counting
    2 - correctly matches the blocks to counters
        by counting the counters and then blocks

    c. <u>Conservation</u>
    ✏

    0 - says the longer row has more
    1 - counts to see that they are the same
    2 - knows that the quantity hasn't changed

d. <u>Movement is magnitude</u>

☐ increase   ☐ decrease

  (more)   (less)

0 - no appropriate response

1 - one appropriate response

2 - two appropriate responses

e. <u>Order irrelevance</u>

✏

0 - starts with red block, different count

1 - starts with red block, same count

2 - knows there is no difference

3.   a. <u>Ordinal numbers</u>

Check   ☐ 1st ☐ 3rd ☐ 8th

✏

0 - one correct answer

1 - two correct answers

2 - three correct answers

4.   <u>Number relationships</u>

✏

0 - guesses wrong, doesn't know

1 - counts and figures it out

2 - knows instantly how many

5.   <u>Problem solving</u>

(addition)

✏

0 - cannot solve

1 - solves but can't explain how

2 - solves and explains how

3 - confidently explains solution, offers alternative solution

6.   <u>Problem solving</u>

(subtraction)

✏

0 - cannot solve

1 - solves but can't explain how

2 - solves and explains how

3- confidently explains solution, offers alternative solution

7.   <u>Sort and Classify</u>

✏

0 - sorting errors

1 - sorts correctly one way

2 - sorts correctly two ways

8.   <u>Ordering Objects</u>

✏

0 - does not understand what to do

1 - one error

2 - correct order

9.   a) <u>Representation & Numeral Printing</u>   For observation purposes (no score given):

Check numbers used: Comments: _____
☐ 1, ☐ 2, ☐ 3, ☐ 4, ☐ 5,   _____ _____
☐ 6, ☐ 7, ☐ 8, ☐ 9, ☐ 10   _____
                                          _____

Total score: ____/30   Percentage _____%

RUBRIC - Readiness for Grade 1

This rubric describes the overall level of skills and knowledge according to the percentage obtained.   The score will refer to the same level in each category. For example, a child with a percentage score of 83% would have the understanding, problem-solving, application and communication skills of a Level 4. The rubric itself is not used to score the test; rather it is used to show what the score means.

Level 4 (80-100%): Demonstrates all of the skills, knowledge and abilities to succeed independently in Grade 1.

Level 3 (70-80%): Demonstrates most of the skills, knowledge and abilities to succeed independently in Grade. 1.

Level 2 (60-70%): Demonstrates some of the skills, knowledge and abilities to succeed in Grade 1. However, may require extra support and/or assistance in some areas.

Level 1 (50-60%): Demonstrates few of the skills, knowledge and abilities to succeed in Grade 1 and is at risk, even with assistance.

** A score of 49% or lower demonstrates significant misconceptions and/or limited abilities. Readiness for Grade 1 is questionable.

Criteria	Level 1 (50-60%)	Level 2 (60-70%)	Level 3 (70-80%)	Level 4 (80-100%)
Understanding of concepts - one-to-one correspondence - conservation - magnitude - order irrelevance - abstraction - cardinality - ordinals - more or less - number relationships	Demonstrates a very limited understanding of the counting and number concepts.	Demonstrates a partial understanding of the counting and number concepts.	Demonstrates understanding of most of the counting and number concepts.	Demonstrates a thorough, complete understanding of all or almost all of the counting and number concepts.
Problem-solving skills - estimation - selection of strategy - combining and separating numbers	Demonstrates few of the skills required to solve a simple problem.	Demonstrates some of the skills required to solve a simple problem, with some errors or omissions.	Demonstrates the skills required to solve a simple problem with accuracy.	Confidently demonstrates all the skills required to accurately solve a simple problem in more than one way.
Application of procedures - counting - sorting and classifying - ordering objects	Major errors and/or omissions.	Several minor errors and/or omissions.	A few minor errors and/or omissions.	No errors or omissions. Mastery of procedures is evident.
Communication - explanation of concepts and strategies used. - use of appropriate terminology.	Limited clarity and use of words relative to understanding.	Needs some assistance to clarify explanations. Uses some math words.	Clearly and independently explains concepts and strategies used.	Clearly, independently and thoroughly explains concepts and strategies used.