


Year 1 Number Check (20 items): scoring guide

As you ask students the questions and progress through the Number Check, observe the ways they answer the questions. Take note of any strategies they use to help them answer the questions, such as counting each object visually or by touching each object; counting using their fingers; or adding while completing the subtraction. You may wish to note the point at which students begin counting, how they organise the counters when counting, or if they make links to other classroom learning experiences. If they don't verbalise their mental strategies, you could ask them how they worked that out. This may show skills and strategies such as subitising, rearranging collections of items to make it easier to work out how many altogether or how many are left.

Question	Scoring guidance
<p>Question 1 <i>What is this number?</i> Show student the image of 6. Ask: <i>What is this number?</i></p> <div style="text-align: center; font-size: 48px; margin-top: 20px;">6</div>	<p>Got it:</p> <ul style="list-style-type: none"> • Student identifies the number 6. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the number 6.
<p>Question 2 <i>What is this number?</i> Show student the image of 12. Ask: <i>What is this number?</i></p> <div style="text-align: center; font-size: 48px; margin-top: 20px;">12</div>	<p>Got it:</p> <ul style="list-style-type: none"> • Student identifies the number 12. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the number 12. • Student does not use the correct number name. • Student identifies the number as 'one two'.
<p>Question 3 <i>How many dots are there? (5)</i> Show student the card with the dots on it. Ask: <i>How many dots are there?</i></p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Got it:</p> <ul style="list-style-type: none"> • Student identifies the number of dots as 5 by counting. • Student identifies the number of dots as 5 without counting (subitising). • Student identifies the number of dots by subitising a small group and counting on. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the correct number of dots as 5.

Question	Scoring guidance
<p>Question 4</p> <p>What is the next number after 13?</p> <p>Ask: <i>What is the next number after 13?</i></p> <p style="font-size: 48pt; text-align: center;">13</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student immediately identifies the next number after 13 as 14. • Student identifies the next number after 13 as 14 by counting from one. • Student identifies the next number after 13 as 14 by counting from any starting point other than one. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the next number after 13.
<p>Question 5</p> <p>What number comes just before 20?</p> <p>Ask: <i>What number comes just before 20?</i></p> <p style="font-size: 48pt; text-align: center;">20</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student immediately identifies the number that comes just before 20 as 19. • Student identifies the number that comes just before 20 as 19 by counting from any starting point. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the number that comes just before 20.
<p>Question 6</p> <p>What number comes just before 47?</p> <p>Ask: <i>What number comes just before 47?</i></p> <p style="font-size: 48pt; text-align: center;">47</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student immediately identifies the number that comes just before 47 as 46. • Student identifies the number that comes just before 47 as 46 by counting from any starting point. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not identify the number that comes just before 47.
<p>Question 7</p> <p>Order these numbers from smallest to largest.</p> <p>Provide student with numeral cards in random order.</p> <p>Show the student the numeral cards.</p> <p>Say: <i>Order these numbers from smallest to largest.</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student correctly orders all numerals. <p>Not yet:</p> <ul style="list-style-type: none"> • Student partially completes order with two numerals. • Student orders numbers incorrectly. • Student does not give an answer.

Question	Scoring guidance
<h1 style="text-align: center;">31,13,30</h1>	
<p>Question 8 <i>Start counting from 62. I'll tell you when to stop. (73)</i> Say: <i>Start counting from 62. I'll tell you when to stop. (73)</i></p> <p style="font-size: 2em;">62.....73</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student sequentially counts from 62 by ones to 73. • Student clarifies starting number or 'counting by' number, and then correctly counts sequentially by ones from 62 to 73. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not sequentially by ones count from 62 to 73.
<p>Question 9 <i>Count backwards from 23. I'll tell you when to stop. (16)</i> Say: <i>Count backwards from 23. I'll tell you when to stop. (16)</i></p> <p style="font-size: 2em;">23.....16</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student counts sequentially by ones from 23 (or 22) to 16. • Student clarifies starting number or 'counting by' number, and then correctly counts sequentially by ones from 23 (or 22) to 16. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not sequentially count sequentially by ones from 23 to 16.
<p>Question 10 <i>Start counting forwards by tens from 10. I'll tell you when to stop. (120)</i> Say: <i>Start counting forwards by tens from 10. I'll tell you when to stop. (120)</i></p> <p style="font-size: 2em;">10.....120</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student correctly counts forwards by tens from 10 to 120. <p>Not yet:</p> <ul style="list-style-type: none"> • Student counts incorrectly. • Student does not give an answer.

Question	Scoring guidance
<p>Question 11</p> <p>Count backwards by tens from 120. I'll tell you when to stop. (60)</p> <p>Say: <i>Count backwards by tens from 120. I'll tell you when to stop. (60)</i></p> <p>120.....60</p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student correctly counts backwards by tens from 120 to 60. <p>Not yet:</p> <ul style="list-style-type: none"> • Student counts incorrectly. • Student does not give an answer.
<p>Question 12</p> <p>Get me 8 counters.</p> <p>Place a collection of more than eight counters in front of the student.</p> <p>Say: <i>Get me 8 counters.</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student determines a clear set of 8 counters by counting by ones. • Student determines a clear set of 8 counters by counting by groups of two, three or four. • Student determines a clear set of 8 counters by collecting a group and adding to or discarding from the group as required. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not determine a clear set of 8 counters.
<p>Question 13</p> <p>How many counters are there altogether?</p> <p>Have a collection of 7 counters available for this question.</p> <p>Place 4 counters in front of the student.</p> <p>Say: <i>Here are 4 counters. Now I am going to cover them up.</i></p> <p>Briefly show student the 4 counters, then cover them.</p> <p>Say, emphasising the word more: <i>Here are 3 more counters.</i></p> <p>Briefly show student the 3 additional counters added to the original 4 counters, then cover them.</p> <p>Ask: <i>How many counters are there altogether?</i></p> <p>Ask: <i>How did you work that out?</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student determines the total number of counters as 7 using counting processes such as counting on fingers. • Student determines the total number of counters altogether as 7 using adding strategies such as $4 + 3 = 7$. • Student determines the total number of counters as 7 by counting on from 4. • Student determines the total number of counters as 7 another way. <p>Not yet:</p> <ul style="list-style-type: none"> • Student does not determine the total number of counters. • Student demonstrates an understanding that there are 3 more counters but cannot recall the number in the first group of counters. • Student recalls the number of counters in each group but does not determine the total number of counters.

Question	Scoring guidance
<p>Question 14</p> <p>How many counters are there altogether?</p> <p>Have a collection of 13 counters available for this question.</p> <p>Place 9 counters in front of the student.</p> <p>Say: <i>Here are 9 counters. Now I am going to cover them up.</i></p> <p>Briefly show student the 9 counters, then cover them.</p> <p>Say: <i>Here are 4 counters.</i></p> <p>Briefly show student the four counters, then cover them.</p> <p>Ask: <i>How many counters are there altogether?</i></p> <p>Ask: <i>How did you work that out?</i></p>	<p>Got it:</p> <p>Student determines the total number of counters altogether as 13 using any method such as:</p> <ul style="list-style-type: none"> counting processes e.g. on fingers, or adding strategies such as $9 + 1 = 10$, then add 3 more. <p>Not yet:</p> <ul style="list-style-type: none"> Student does not determine the total number of counters. Student recalls the number of counters in each group but does not determine the total number of counters.
<p>Question 15</p> <p>How many are left?</p> <p>Have a collection of 12 counters available for this question.</p> <p>Place a collection of 12 counters in front of the student.</p> <p>Say: <i>I have 12 counters.</i></p> <p>Briefly show student the 12 counters and then cover them.</p> <p>Say: <i>I'm taking away 3 counters.</i></p> <p>Keep the counters covered and remove 3 counters.</p> <p>Ask: <i>How many are left?</i></p> <p>Ask: <i>How did you work that out?</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> Student determines the number of counters left as 9 using a counting process such as counting back on fingers. Student determines the number of counters left as 9 using subtraction strategies such as $12 - 2 = 10$, then subtract 1 more. <p>Not yet:</p> <ul style="list-style-type: none"> Student does not determine the number of counters left. Student recalls the number of counters in each group but does not determine the number of counters left.
<p>Question 16</p> <p>What numbers add up to make 10?</p> <p>Have a collection of 10 interlocking cubes available.</p> <p>Ask: <i>Can you tell me two numbers that add up to 10?</i></p> <p>Ask: <i>Can you tell me three numbers that add up to 10?</i></p> <p>Ask: <i>Can you tell me any more ways to make 10?</i></p> <p>If the student is having difficulty, provide them with interlocking cubes to represent their thinking.</p>	<p>Got it:</p> <ul style="list-style-type: none"> Student correctly partitions 10 into parts in at least two ways, for example: 4 and 6; 2 and 8; 1 and 6 and 3; 5 and 2 and 3; double 5. <p>Not yet:</p> <ul style="list-style-type: none"> Student only partly completes task to partition 10 using only two addends. Student uses concrete materials to partition 10 into parts. Student does not give an answer.

Question

Scoring guidance

Ask: *Can you use the blocks to show me ways to make 10?*



Question 17

What numbers add up to make 16?

Have a collection of 16 interlocking cubes available.

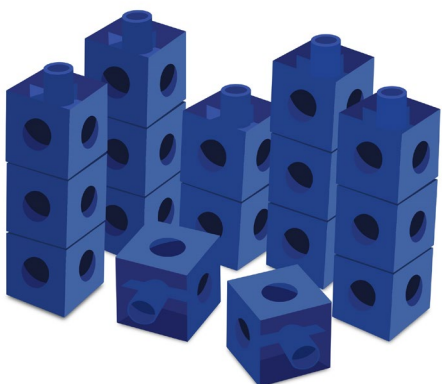
Ask: *Can you tell me two numbers that add up to 16?*

Ask: *Can you tell me three numbers that add up to 16?*

Ask: *Can you tell me any more ways to make 16?*

If the student is having difficulty, provide them with interlocking cubes to represent their thinking.

Ask: *Can you use the blocks to show me ways to make 16?*



Got it:

- Student correctly partitions 16 into parts in at least two ways, for example: 10 and 6; 8 and 8; 8 and 2 and 6; 7 and 3 and 6; double 7 and 2 more.

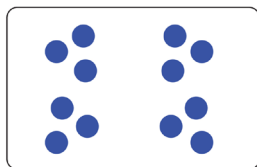
Not yet:

- Student partly completes task, partitions 16 into standard place-value parts, for example, as 10 and 6 more.
- Student uses concrete materials to partition 16 into parts.
- Student does not give an answer.

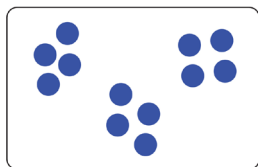
Question	Scoring guidance
<p>Question 18 How many did I take away? Have a collection of 12 counters available for this question.</p> <p>Place the 12 counters in front of the student. Say: <i>Here are 12 counters. Now I am going to cover them up.</i> Briefly show student the 12 counters, then cover them. Say: <i>I'm taking away some counters.</i> Remove 3 counters, keeping all counters covered. Say: <i>There are 9 left.</i> Ask: <i>How many did I take away?</i> Ask: <i>How did you work that out?</i> Ask: <i>Why did you work it out that way?</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student says 3, uses non-count-by-one (flexible) strategy, for example, near doubles, known facts, part-whole knowledge, landmark numbers. • Student says 3, counts down by ones. The student keeps track of the count on fingers. • Student says 3, counts up to 12 from 9. The student keeps track of the count on their fingers. • Student says 3, but could not provide a reasonable explanation. <p>Not yet:</p> <ul style="list-style-type: none"> • Student is incorrect. • Student does not give an answer.
<p>Question 19 Can you arrange the counters so they are easier to count? Have a collection of 28 counters available for this question.</p> <p>Place the 28 counters in front of the student. Say: <i>Here are 28 counters.</i> Ask: <i>Can you arrange the counters to make counting easier and more efficient?</i></p> <p>After the student has arranged the counters, ask: <i>How many counters are there?</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student arranges the counters as 2 tens and 8 ones to count them. • Student arranges the counters in groups of twos or fives to count them. <p>Not yet:</p> <ul style="list-style-type: none"> • Student uses a structure that supports a count by one strategy, for example, separates them into ones or leaves them as a whole group. • Student counts incorrectly. • Student does not give an answer.
<p>Question 20 Which card has more dots? Or do they have the same? Show students the image of the two cards Say: <i>Without counting, can you tell me if there are the same number of dots on each card, or does one card have more than the other?</i> Ask: <i>How do you know?</i></p>	<p>Got it:</p> <ul style="list-style-type: none"> • Student recognises and explains the cards have the same number of dots. <p>Not yet:</p> <ul style="list-style-type: none"> • Student needs to count dots to determine if there are the same number of dots on each card. • Student says there are a different number of dots on each card and either explains there are more on Card A because there are more groups or more on Card B because there is more in each group.

Question

Card A



Card B



Scoring guidance

- Student recognises cards have the same number of dots but could not provide a reasonable explanation.
- Student does not give an answer.