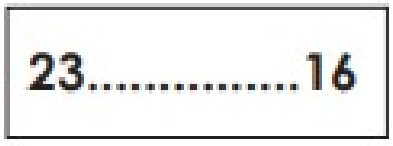
Number Check scoring guide

Introduction

As students the questions and progress through the Number Check, you will observe the ways they answer the questions. Take note of the strategies they use to help them answer the questions such as counting each object visually or by touching each object; 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 such 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
Question 1 ***What is this number?*** Show student the image of 6. Ask: *What is this number?* 6	**Got it:** • Student identifies the number 6. **Not yet:** • Student does not identify the number 6.
Question 2 ***What is this number?*** Show student the image of 12. Ask: *What is this number?* 12	**Got it:** • Student identifies the number 12. **Not yet:** • Student does not identify the number 12. • Student does not use the correct number name. • Student identifies the number as 'one two'.
Question 3 ***What is this number?*** Show student the card with the dots on it. Ask: *How many dots are there?* 	**Got it:** • 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. **Not yet:** • Student does not identify the correct number of dots as 5.

Question	Scoring guidance
Question 4 ***What is this number?*** *Ask: What is the next number after 13?* 13	**Got it:** • 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. **Not yet:** • Student does not identify the next number after 13.
Question 5 ***What number comes just before 20?*** Ask: *What number comes just before 20?* 20	**Got it:** • 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. **Not yet**: • Student does not identify the number that comes just before 20.
Question 6 ***What number comes just before 47?*** Ask: *What number comes just before 47?* 47	**Got it:** • 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. **Not yet:** • Student does not identify the number that comes just before 47.
Question 7 ***Start counting from 62. I'll tell you when to stop (73).*** Say: *Start counting from 62. I'll tell you when to stop. (73)* 62.....73	**Got it:** • Student sequentially counts from 62 by ones to 73. • Student sequentially counts from 63 by ones to 73. • Student clarifies starting number or counting by, and then correctly sequentially counts from 62 by ones to 73. **Not yet:** • Student does not sequentially count from 62 by ones to 73.

Question	Scoring guidance
Question 8 ***Count backwards from 23. I'll tell you when to stop. (16)*** Say: *Count backwards from 23. I'll tell you when to stop. (16)* 	**Got it:** • Student counts sequentially, by ones, from 23 (or 22) by ones to 16. • Student clarifies starting number or 'counting by' number, and then correctly counts sequentially, by ones, from 23 (or 22) by ones to 16. **Not yet:** • Student does not sequentially count sequentially, by ones, from 23 by ones to 16.
Question 9 ***Get me 8 counters.*** Place a collection of more than eight counters in front of the student. Say: *Get me 8 counters.*	**Got it:** • 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. **Not yet:** • Student does not determine a clear set of 8 counters.
Question 10 ***How many counters are there altogether?*** Have a collection of 7 counters available for this question. • Place 4 of the counters in front of the student. • Say: Here are 4 counters. Now I am going to cover them up. • Briefly show student the 4 counters, then cover them. • Say, emphasising the word more: Here are 3 more counters. • Briefly show student the 3 more counters added to the original 4 counters, then cover them. • Ask: How many counters are there altogether? • Ask the question: How did you work that out?	**Got it:** • Student determines the total number of counters as 7 using counting processes e.g. 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. **Not yet:** • 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
Question 11 ***How many counters are there altogether?*** Have a collection of 13 counters available for this question. • Place 9 of the counters in front of the student. • Say: Here are 9 counters. Now I am going to cover them up. • Briefly show student the 9 counters, then cover them. • Say: Here are 4 counters. • Briefly show student the four counters, then cover them. • Ask: How many counters are there altogether? • Ask: How did you work that out?	**Got it:** Student determines the total number of counters altogether as 13 using any method such as: • counting processes e.g. on fingers, or • adding strategies such as 9 + 1 = 10, then add 3 more. **Not yet:** • 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.
Question 12 ***How many are left?*** Place a collection of 12 counters in front of the student. • Say: I have 12 counters. • Briefly show student the 12 counters and then cover them. • Say: I'm taking away 3 counters. • Keep the counters covered and remove 3 counters. • Ask: How many are left? • Ask : How did you work that out?	**Got it:** • counting processes e.g. on fingers. • subtraction strategies such as 12 – 2 = 10, then subtract 1 more. **Not yet:** • 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.