Developing and Assessing Number Sense – First Grade	**Record Student Responses:**
1. Rote Counting: **Ask student to count forwards and backwards by 1's (85-120), 2's (2-50), 5's (5-100), and 10's (10-100 off the decade). Give the first three and ask them to continue.**	Examples: 96, 97, 98 105, 104, 103 22, 24, 26 50, 55, 60 57, 67, 77 98, 88, 78
2. One-to-One Correspondence: **Give students cubes (25-50); ask them to count the cubes.**	
3. Subitizing: **Show objects (5-10) on a tens frame. ; Ask student, "How many dots do you see without counting?" Flash for three seconds. Keep track of how many dots the child is able to recognize without counting. Also ask student which set has more objects. Do they know by sight?**	
4. Keeping Track: **Put 16-20 cubes in a cluster. Ask students to count objects. Do they remember which ones they have already counted?**	
5. Conservation of Number: **Place 5-8 cubes in front of a student. Ask student to count. How many are there? Teacher moves cubes in different arrangement (further apart or closer together). How many are there?**	
6. Hierarchical Inclusion: **Show student 10 cubes. Ask student to count them. Ask student to take away 4, 5, 6, 7, 8, or 9 cubes. Student should take away the quantity.**	
7. Compensation: **Using ten cubes, make all the ways you can to make 10. Read it back out loud to me. Watch to see if they immediately jump to (9,1) (8,2).**	
Developing and Assessing Number Sense Assessment	– Created by Michelle Flaming – ESSDACK - Customized by Liberal Instructional Coaches

8. Part/Whole Relationships: **Show student 12 cubes, and ask the student to count them out loud. Say, "I am going to hide some cubes while you hide your eyes." Hide some. Ask, "Look at the cubes and tell me how many I have hidden."**	
9. Unitizing: **Using base ten blocks, asks the student to count the number of cubes. Use numbers such as: 92, 82, 74, 39, and 52. If students count by tens, then ones – there is evidence of the concept of ten.**	
10. Place Value **– Ask students to represent the number 24 with base ten blocks or cubes. Watch to see if they include 2 tens, 4 ones, 1 ten, 14 ones and 24 ones. If student only is able to show 2 tens and 4 ones and 24 units. Place the original amount (2 tens, 4 ones) for the child to see once again. Trade a ten stick for 10 ones. Ask the child what this number is. If the child needs to recount then the do not understand the place value concept.** **Check for understanding.** See Progress of Base Ten Understanding Form for More In Depth Assessing.	
11. Relationships: **Give multiplication/division story problems. Children can act out, model, draw pictures or use mental math. Does the student solve repeated addition or subtraction?** **1. My ladybug has 5 spots. If I had four ladybugs, how many spots would there be?** 2. **There are 12 frogs. If two sit on one lily pad, how many lily pads does it take for all 12 frogs?**	