School District 67
Kindergarten Spring Number Sense Assessment:
Detailed Teacher Guide

What is the Kindergarten Spring Number Sense Assessment?

The Kindergarten Spring Number Sense Assessment is a collection of mathematics tasks used by the Okanagan Skaha School District for assessing kindergarten student learning. The assessment tasks are aligned with the content and curricular competencies in math. Each content area of the assessment is connected to an important number sense concept. The data from the assessment tasks can guide teachers in selecting number sense activities and routines to support the learners in your classroom.

Administering the Kindergarten SNAP

The Kindergarten Number Sense Assessment is a one-on-one assessment. The teacher will record student observations during each task. The teacher may choose to complete some tasks earlier in the year as concepts may be mastered at any point in the year. The teacher can record scores on the observation page to later be added into Ed Plan Insight, although student scores can be entered at any time of the year after mastering a skill. Data entry is required to be completed by May of Term Three.

Materials Needed

1. Copy of student observation teacher observation page (this page includes a quick version of the instructions as well as a scoring record)
2. Manipulatives for counting. You should have at least 15.
3. Student recording pages
4. Task Materials: Subitizing Mats, Numeral pages, Number Bonds, Numeral Cards.

Please see the following pages for detailed directions

Assessment Task Instructions

Teachers can choose to record student observations on the Teacher Recording Page & whole class recording sheet **or** individual student observation page. **Each section of the assessment is described below.**

1.Number Identification

Ask the student to identify all numerals to 10. A page with the numbers 1-10 is included in this package.

Record correctly identified numerals /10

2. Counting Forward &Backward

Ask the child to count forward to 10 and then backward from 10 to 1

- Does the child say the **number sequence** correctly?
- note in comments if the student goes beyond

Record Y/N for each forward and backward

3. Build a Set

Make sure you have a collection of objects that is **more than the target number**.

1. Ask the student to make a set of 8 objects on a mat or designated area. If they counted in their head, ask them to count again out loud. Notice how they counted:
    a. Is there **one to one tagging**? (Did they touch the object as they counted?) *Record Y/N on class observation page*.
2. After the student has counted **rearrange** the objects and ask "Now, how many are there?"
    b. Does the child have **conservation of number**? If the student needs to count the objects again, they do not have conservation of number. *Record Y/N on class observation page*.

4.Orders Numbers to Ten

Provide student with numeral cards that are out of order. Ask them to order them beginning with the smallest number.

Record Y/N

5. Matches Quantity

Build three sets (4, 7, 10) Ask the student to use the numeral cards provided and match them to the correct set. Students should be able to quickly match each number to a set.

Record correct matches /3

6. Subitize to 5

Using the Task Materials: Subitizing Mats (Ten Frame, Fingers, Dice, Dots, Tally Marks). Show the student the page and note if they can pick out the correct picture to match 5 without counting the items one by one. 3-4 seconds is average.

Record score /5

7. Decompose 10

Provide 10 counters to the student.

1. Ask the student "How many ways can you make ___?" or "How can you decompose ____?" **Use language that is familiar to the student.** Prompt student to find 3 ways: "Can you think of more ways?" If a student doesn't know what to do, demonstrate one way.

*Record if the student can **find 3 ways** to "make ten" /3*

8. Real Life Example

Ask the student "Where would you see about 8 of something? For example, in our classroom or on the playground. The answer should indicate that the student understands the quantity of the number and not just noticing digits in the environment. For example, "My shirt has a four on it." does not show an understanding of the value.

Developing - "There are 8 people." does not have enough details. You could prompt the student and ask them, "Where would you see 4 people?"

Proficient - "There are 4 people in my family." shows an understanding of the value of the number. "There are 4 people in my class." is not proficient because there are more than 4 people in the class.

See rubric for scoring. Record score (1-3).

9. Represent the Number

Have the student represent **8** in as many ways as they can. The goal is at least 3 ways. Use the student page: Represent the Number. They might choose any of the following ways:

- drawing a simple picture like circles or happy faces
- filling in dots on two dice
- fill in a ten frame
- Tally marks
- Circling the amount on the number path
- other

See rubric for scoring. Record the score (1-3)

10. Print Numerals

Ask the student to print the numerals to 10 on the back of their student page. "Start at zero and print all the numbers to 10

- Students should be able to recall how to print all the numbers to ten
- Some reversals may be noted and doesn't indicate the student isn't proficient as long as the numeral is recognizable.
- If more than 4 numbers are reversed this would be considered developing.

See rubric for scoring. Record score (1-3)