



School District 67

Kindergarten Fall Number Sense Snapshot





Kindergarten Number Sense Assessment:

Fall Number Sense Snapshot (Optional)

Student Name _____

Counting

Ask student to start at 1 and count. The goal is ten.

Y/N

Number Identification

Ask student to identify numerals to 5. Make a note of any numerals they don't know.

*If they can identify all 5, continue to 10

/5

Build Sets & 1-1 Tagging

Ask student to count objects from the collection in front of them. Have them make a set of 3, 4 & 5. Watch for correct counting & 1-1 correspondence for each set.

Builds sets accurately /3

1-1 Tagging /3

Subitizing

Ask student to look at dot cards and state how many.
Student should be able to answer within a few seconds.

/3

Numeracy Awareness

When is your birthday?
How old are you?
How old will you be on your next birthday?

/3

More & Less

Ask student which pile of items has more:

(8 or 4)
(5 or 3)
(2 or 3)

/3

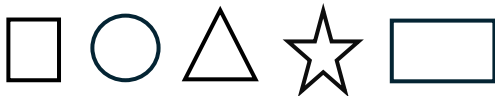
Representation of Number

Show me 4 fingers
Show me 2 fingers
Show me one more than 2

/3

Shapes

Ask student to identify shapes on provided page. Record below:



/5

Patterning

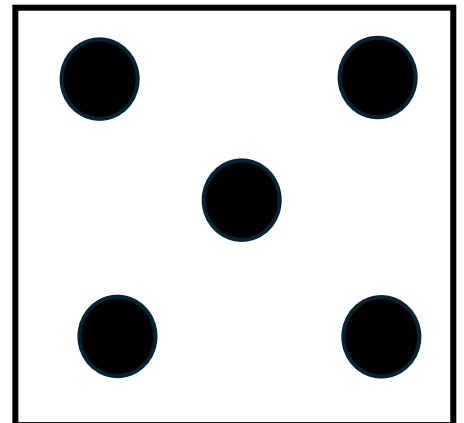
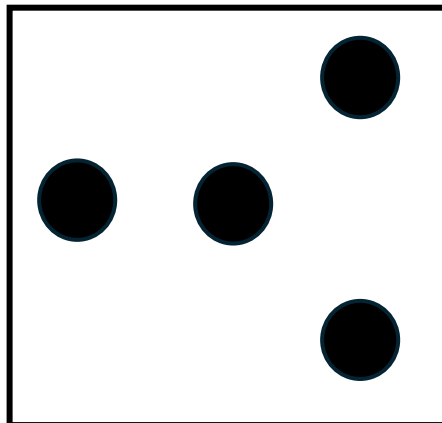
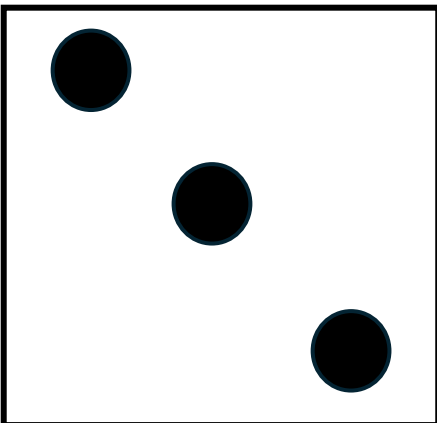
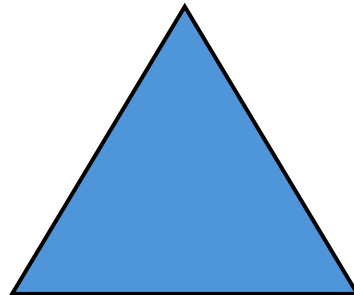
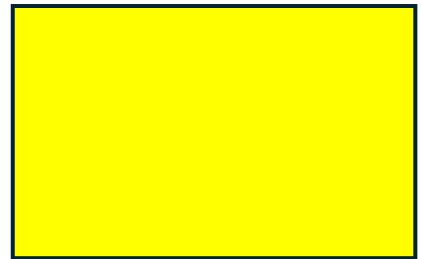
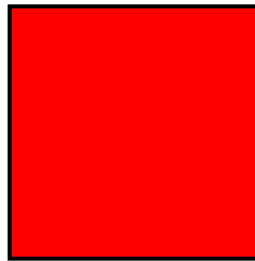
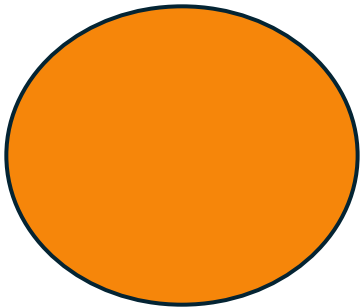
Ask student to identify what would come next in the two patterns on provided page.

/2



Kindergarten Number Sense: Early Kindergarten Screener Materials

2 3 5 4 1



Kindergarten Number Sense:

Early Kindergarten Screener Materials: Side B

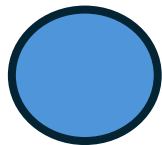
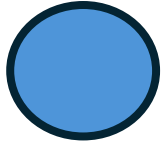
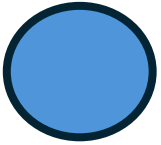
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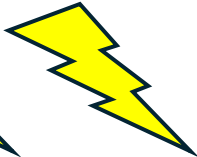
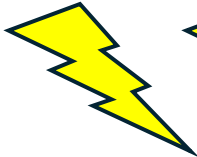
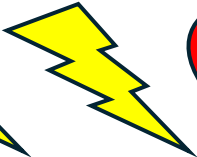
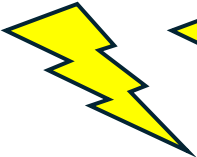
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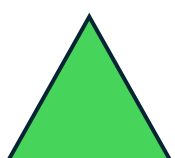
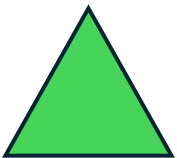
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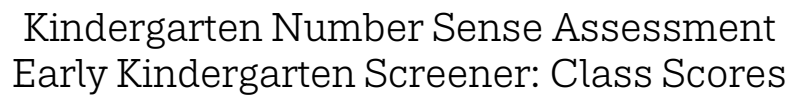
7

10









Scores can be entered into Ed Plan Insight for teacher use.



Kindergarten Number Sense Assessment

Early Kindergarten Screener

(Optional Recording Page)

Student Name _____

Task/Skill	Date:	Score	Comments
Counts forward to 10		/5	
Identifies Numerals to 5		Y/N	
Concrete Representation		/3	
Builds Sets with accuracy		/3	
Builds Sets of 4 with accuracy		/3	
More/Less		/3	
Subitize		/3	
Shapes		/5	
Numeracy Awareness		/3	
Patterning		/2	

Notes/Observations: