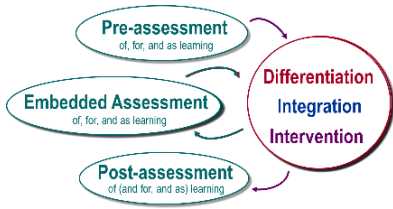


# ASSESSMENT

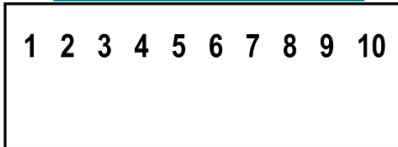


## Counting Forwards / Backwards is Adding / Taking Away 1 each Time

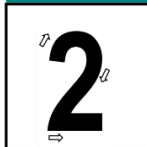
Early Counting and Grouping 7

We have included the starred Levels with a logical basis to the grade Level, in this assessment, allowing children to demonstrate their highest Level of understanding. If children are familiar with models other than these, they may demonstrate their understanding using those.

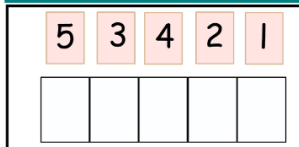
ECG 1 Know the number sequence forwards and backwards.



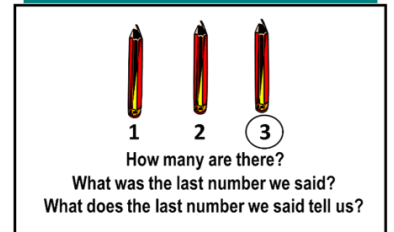
ECG 2 Write numerals correctly



ECG 3 Recognise numeral when its name is spoken, and when seeing its numeral



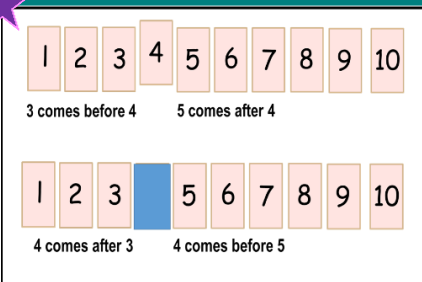
ECG 4 Count items with one-to-one correspondence. Explaining that the last number said is the total.



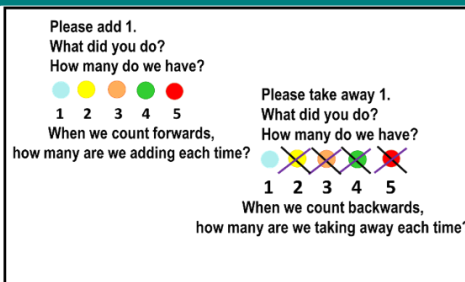
ECG 5 Recognise that a number always represents the same amount (Conservation and Number sense)



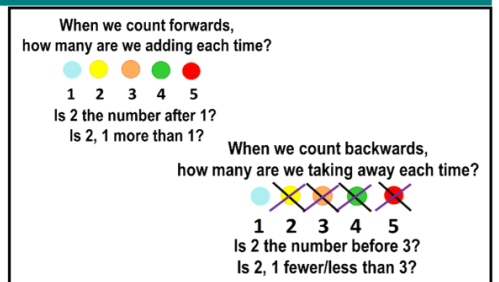
ECG 6 Identify the numbers before and after a number. Identify a number from number before and after.



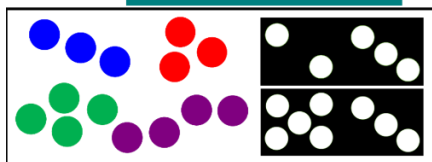
ECG 7 Counting forwards is adding one each time. Counting backwards is taking away one each time.



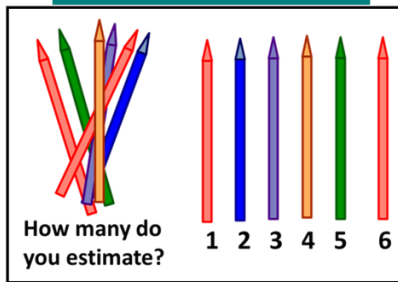
ECG 8 Number after is one more. Number before is one (less) fewer.



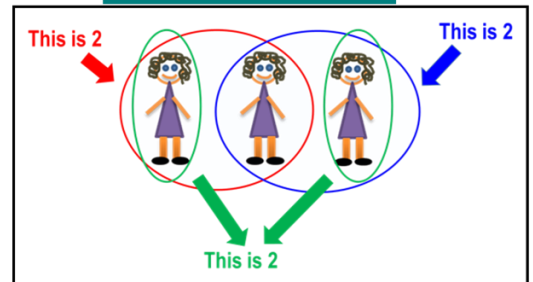
ECG 9 Subitise the number in a small collection without counting



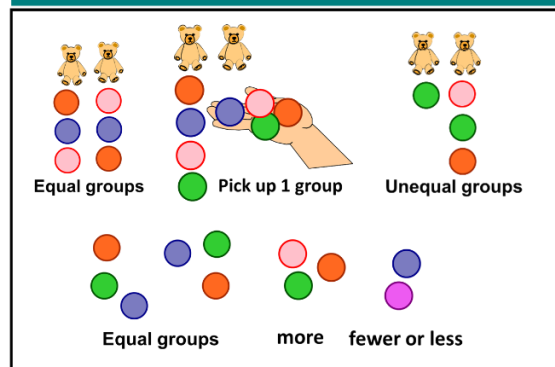
ECG 10 Estimate the number in a group, then counting using one-to-one correspondence



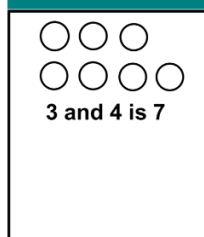
ECG 11 Identify that numbers are inclusive.



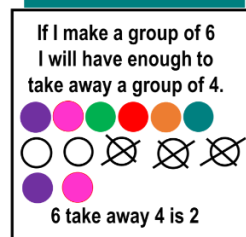
ECG 12 Make groups with group markers. Make equal groups and unequal groups with group markers. Make groups with no group markers. Make equal groups and unequal groups with no group markers. Compare the number in groups using one-to-one correspondence. Identify and describe groups as more than, less than, same number/amount as, not the same number / amount as.



ECG 13 Join groups to add. Record in informal number sentences using 'and', 'is'.



ECG 14 Take away to subtract. Record in informal number sentences using 'is', 'take away'.



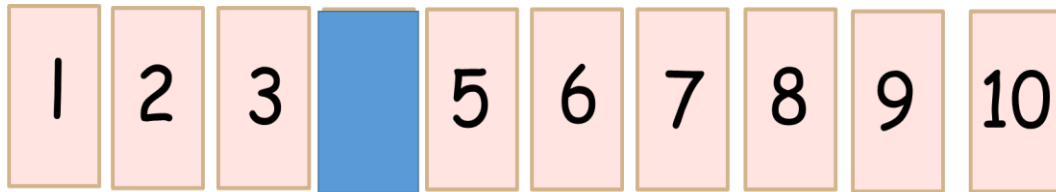
ECG 15 Compare the numbers in 2 groups to find difference through adding to the smaller group or taking away from the larger group.



## PRE - ASSESSMENT

Select the number that allows you to demonstrate your highest understanding.

1. Have a range of numbers.
2. Place the numbers in order.
3. Select 1 number.
4. Name the number after.
5. Name the number before.



4 comes after 3

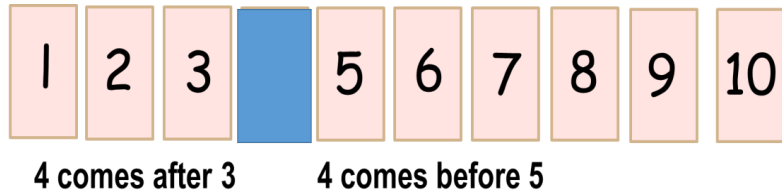
4 comes before 5

## POST - ASSESSMENT

Select the Level that allows you to demonstrate your highest understanding.

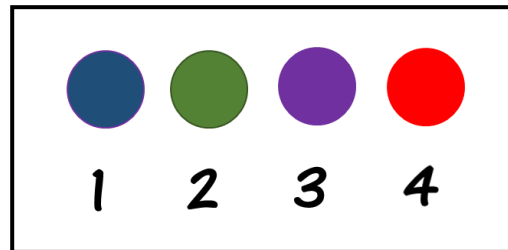
### Number Before and After

1. Have a range of numbers.
2. Place the numbers in order.
3. Select 1 number.
4. Name the number after.
5. Name the number before.



### Count forwards

1. Select a number to start counting forwards from.
2. Add that number of counters..
3. Record a number under each counter.
4. Add 1 counter.
5. Record the number of counters now.
6. Add 1 counter.
7. Record the number of counters now.
8. Add 1 counter.
9. Record the number of counters now.
10. Are we counting forwards by 1s?
11. When we count forwards by ones, how many are we adding each time?



### Count backwards

1. Select a number to start counting backwards from.
2. Add that number of counters.
3. Record a number under each counter.
4. Subtract 1 counter.
5. Record the number of counters now.
6. Subtract 1 counter.
7. Record the number of counters now.
8. Subtract 1 counter.
9. Record the number of counters now.
10. Are we counting backwards by 1s?
11. When we count backwards by ones, how many are we subtracting each time?

