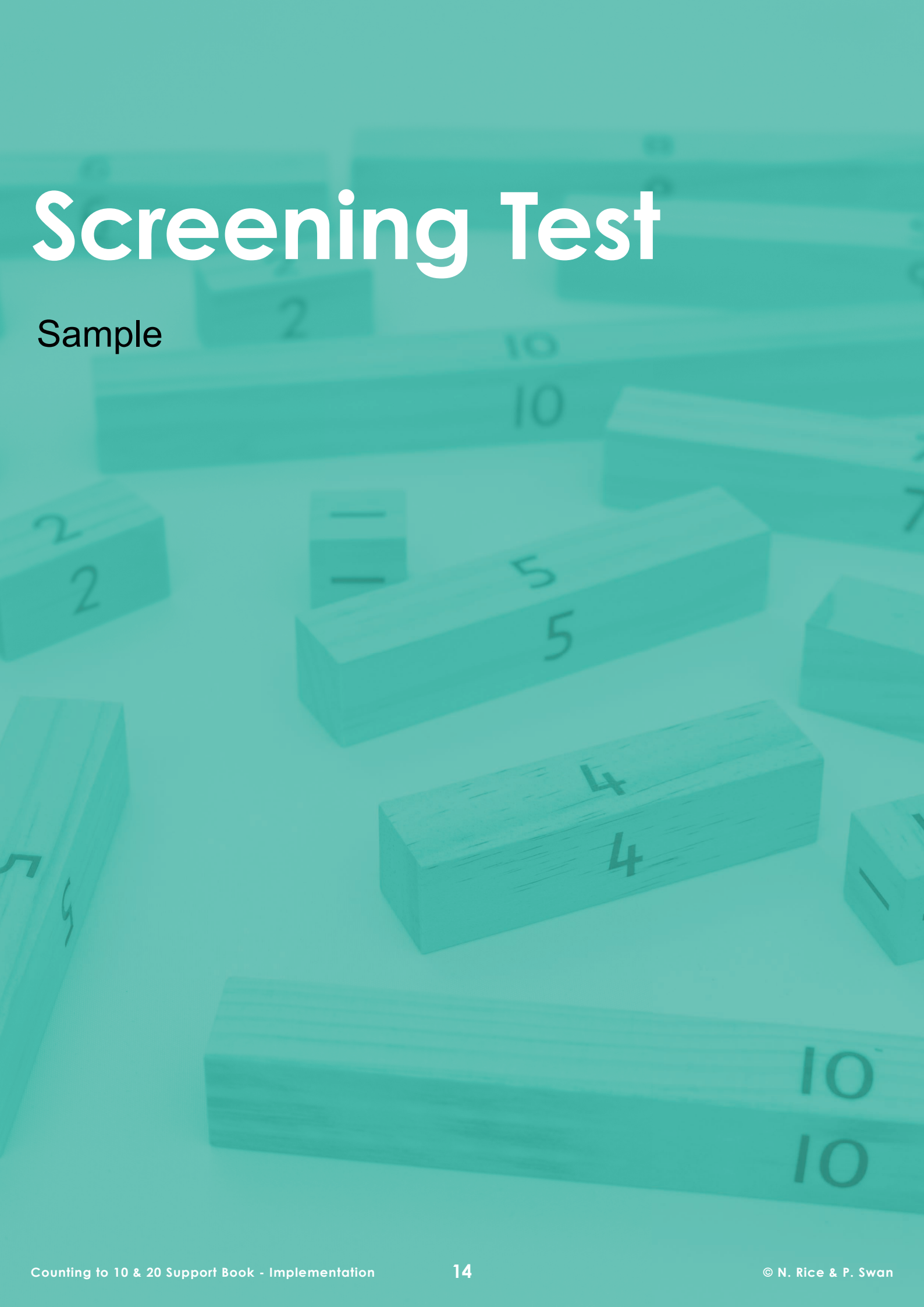


# Screening Test

Sample

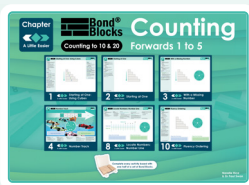
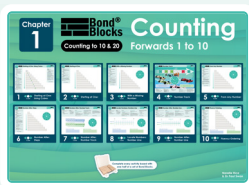
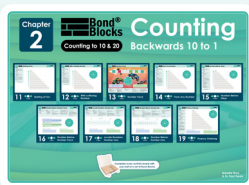
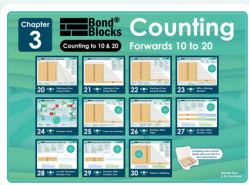
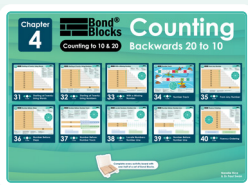


# Counting to 10 and 20 Screening Test

Counting to 10 and 20 Teacher Led Activities are completed in the following order:

- Counting Forwards 1 to 5
- Counting Forwards 1 to 10
- Counting Backwards 10 to 1
- Counting Forwards 10 to 20
- Counting Backwards 20 to 10

The five question '**Screening Test**' can be used to quickly identify which chapter of activities different students need to complete. Each question relates to one chapter of activities.

Screener Question and related chapter of Counting to 10 or Counting to 20 Teacher Led Activities				
				
3, 4, <span style="border: 1px solid black; padding: 2px;">?</span>	7, 8, <span style="border: 1px solid black; padding: 2px;">?</span>	<span style="border: 1px solid black; padding: 2px;">?</span> 6, 7	13, 14, <span style="border: 1px solid black; padding: 2px;">?</span>	<span style="border: 1px solid black; padding: 2px;">?</span> 17, 18
Chapter 'A Little Easier': Forwards 1 to 5	Chapter 1: Forwards 1 to 10	Chapter 2: Backwards 10 to 1	Chapter 3: Forwards 10 to 20	Chapter 4: Backwards 20 to 10



## Administering the Screening Test

The test is administered to one student at a time. Sit next to the student being tested.

The teacher will need:

- A pen to record student responses.
- One copy of the 'Counting to 10 and 20 Screening Test – Recording Sheet'.

Students respond verbally. Record student responses on the Recording Sheet using one of these symbols.

		
Correct, fluent response. Less than 3 seconds.	Correct response but not fluent. Strategies greater than 3 seconds. Includes counting from one.	Incorrect or no response.

Students view the questions using:

- The '**Counting to 10 and 20 Screening Test – Student Viewing Sheet**'.
- A piece of paper that screens items not currently being read to the student.

**Note:** Print the Recording Sheet and Student Viewing Sheet separately, **not double-sided**.

## Student Viewing Sheet

Place this sheet in front of the student.  
Use a piece of blank paper to screen  
items not being read to the student.

Say to the student,

*"Today we are going to be counting.*

*Tell me what number is missing."*

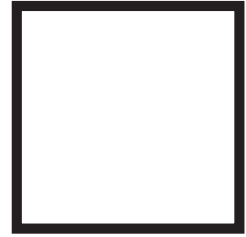
Read each test item to the student.  
Use your finger to point to each  
number and symbol as it is said.

For the missing number square  
**remain silent and pause** while  
touching it. For example,

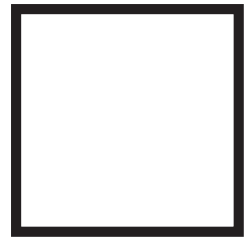
*"Seven, eight," [pause].*

Students respond verbally.  
Student responses are recorded by  
the teacher on the Recording Sheet.

3, 4,

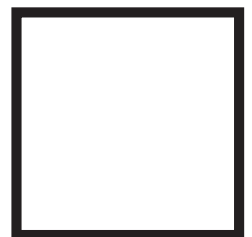


7, 8,



, 6, 7

13, 14,



, 17, 18

## Counting to 10 and 20 Screening Test - Recording Sheet

Students need to complete the chapter of activities for every response that was not a 'correct fluent response'. Progress through the activities in order. Use the Counting Skills Checklists to track progress.

[illegible]

# Monitoring: Skills Checklists

# Counting Forwards 1 to 5 Individual Checklist

<div> <b>Student Name:</b> _____         </div> <div> <b>Observation Date:</b>  <b>Tip:</b> Record observations on different dates, in different colours, to show progress.         </div>	
<b>Related Activity</b> 1) Starting at One: Using Cubes 'a little easier' <input type="checkbox"/> Count from 1 to 5 using a set of steps made of cubes.	
<b>Related Activity</b> 2) Starting at One 'a little easier' <input type="checkbox"/> Count from 1 to 5 using a set of steps made of Bond Blocks.	
<b>Related Activity</b> 3) With a Missing Number 'a little easier' <input type="checkbox"/> Count from 1 to 5, with one <b>missing number</b> , using a set of steps made of Bond Blocks.	
<b>Related Activity</b> 4) Number Track 'a little easier' <input type="checkbox"/> Identify quantities of one, two and three without counting.	
<b>Assessment Opportunity: Receptive Language</b> Identify the Numbers 1, 2, 3, 4, 5 Place Bond Blocks 1 to 5 in front of the student in a <b>random order</b> . <input type="checkbox"/> "Point to the number three Bond Block." <input type="checkbox"/> "Point to the number five Bond Block." <input type="checkbox"/> "Point to the number two Bond Block." <input type="checkbox"/> "Point to the number four Bond Block." <input type="checkbox"/> "Point to the number one Bond Block."	
<b>Assessment Opportunity: Expressive Language</b> Say the Numbers 1, 2, 3, 4, 5 <input type="checkbox"/> "Say the number I point to." <input type="checkbox"/> Place Bond Block 3. Point to the number. <input type="checkbox"/> Place Bond Block 5. Point to the number. <input type="checkbox"/> "Place Bond Block 2. Point to the number." <input type="checkbox"/> Place Bond Block 4. Point to the number. <input type="checkbox"/> Place Bond Block 1. Point to the number.	
<b>Related Activity</b> 8) Locate Numbers: Number Line 'a little easier' <input type="checkbox"/> Locate numbers 1 to 5 on a number line.	
<b>Related Activity</b> 10) Fluency Ordering 'a little easier' <input type="checkbox"/> Develop fluency ordering randomly selected numbers from 1 to 5 using a set of steps made of Bond Blocks.	





- ☒ fluent, independent
- ☐ correct with support, not fluent
- ☐ incorrect

**Student Name**

<div> <div>Student Name: _____</div> <div> <b>Observation Date:</b>  <b>Tip:</b> Record observations on different dates, in different colours, to show progress.         </div> </div>	
<b>Related Activity</b> 1) Starting at One: Using Cubes <input type="checkbox"/> Count from 1 to 10 using a set of steps made of cubes.	
<b>Related Activity</b> 2) Starting at One <input type="checkbox"/> Count from 1 to 10 using a set of steps made of Bond Blocks.	
<b>Related Activity</b> 3) With a Missing Number <input type="checkbox"/> Count from 1 to 10, with one <b>missing number</b> , using a set of steps made of Bond Blocks.	
<b>Related Activity</b> 4) Number Track <input type="checkbox"/> Identify quantities of one, two and three without counting.	
<b>Assessment Opportunity: Receptive Language</b> Identify the Numbers 6, 7, 8, 9, 10 Place Bond Blocks 6 to 10 in front of the student in a <b>random order</b> . <input type="checkbox"/> "Point to the eight Bond Block." <input type="checkbox"/> "Point to the number ten Bond Block." <input type="checkbox"/> "Point to the number seven Bond Block." <input type="checkbox"/> "Point to the number nine Bond Block." <input type="checkbox"/> "Point to the number six Bond Block."	
<b>Assessment Opportunity: Expressive Language</b> Say the Numbers 6, 7, 8, 9, 10 <input type="checkbox"/> "Say the number I point to." <input type="checkbox"/> Place Bond Block 8. Point to the number. <input type="checkbox"/> Place Bond Block 10. Point to the number. <input type="checkbox"/> Place Bond Block 7. Point to the number. <input type="checkbox"/> Place Bond Block 9. Point to the number. <input type="checkbox"/> Place Bond Block 6. Point to the number.	
<b>Related Activity</b> 5) From Any Number <input type="checkbox"/> Count to 10, starting at <b>any number</b> , using a set of steps made of Bond Blocks.	
<b>Related Activity</b> 6) Number After: Steps <input type="checkbox"/> Identify the number <b>after</b> for numbers up to 10 using a set of steps made of Bond Blocks.	



<p><b>Student Name:</b> _____</p>	<p><b>Observation Date:</b> _____</p> <p><b>Tip:</b> Record observations on different dates, in different colours, to show progress.</p>
<p><b>Related Activity</b> 7) Number After: Number Track</p> <p><input type="checkbox"/> Identify the number <b>after</b> for numbers up to 10 using a number track.</p>	
<p><b>Related Activity</b> 8) Locate Numbers: Number Line</p> <p><input type="checkbox"/> Locate numbers 1 to 10 on a number line, without counting from 1.</p>	
<p><b>Related Activity</b> 9) Number After: Number Line</p> <p><input type="checkbox"/> Identify the number <b>after</b> for numbers up to 10 using a number line.</p>	
<p><b>Assessment Opportunity</b></p> <p>Number After* 1 to 4</p> <p>Say the number <b>after</b>, for numbers from 1 to 4.</p> <p>Place each block in front of the student one at a time.</p> <p><i>"Say the number that is <b>one after</b> the number I point to."</i></p> <p><input type="checkbox"/> Point to 3.</p> <p><input type="checkbox"/> Point to 1.</p> <p><input type="checkbox"/> Point to 4.</p> <p><input type="checkbox"/> Point to 2.</p> <p>*The mathematical concept of "<b>one more</b>" is essential. Using "<b>one more</b>" is an appropriate adjustment for students with language difficulties who confuse "<b>before</b>" and "<b>after</b>".</p>	
<p><b>Assessment Opportunity</b></p> <p>Number After* 5 to 9</p> <p>Say the number <b>after</b>, for numbers from 5 to 9.</p> <p>Place each block in front of the student one at a time.</p> <p><i>"Say the number that is <b>one after</b> the number I point to."</i></p> <p><input type="checkbox"/> Point to 9.</p> <p><input type="checkbox"/> Point to 7.</p> <p><input type="checkbox"/> Point to 5.</p> <p><input type="checkbox"/> Point to 8.</p> <p><input type="checkbox"/> Point to 6.</p> <p>*The mathematical concept of "<b>one more</b>" is essential. Using "<b>one more</b>" is an appropriate adjustment for students with language difficulties who confuse "<b>before</b>" and "<b>after</b>".</p>	
<p><b>Related Activity</b> 10) Fluency Ordering</p> <p><input type="checkbox"/> Develop fluency ordering <b>randomly</b> selected numbers from 1 to 10 using a set of steps made of Bond Blocks.</p>	