

Sample Assessment: Prep Student

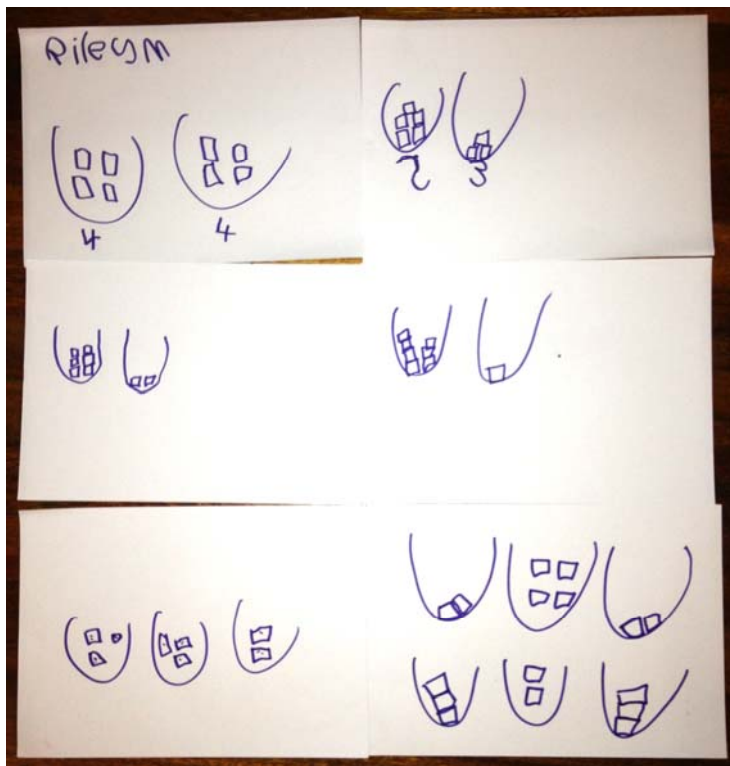
Riley was asked the following diagnostic questions initially:

- When the teacher placed 6 counters in a cup and shook it, how many would there be after shaking? - Riley had no difficulty with this, no matter how many times the counters were shaken, moved, swapped or changed colours. She was able to conserve number consistently.
- When the teacher placed counters into a cup, took some out, added more in and then shook them Riley had no difficulty following the changes and working out exactly how many counters there would be, even with two and three step changes. (9 of the 13 children got stuck with this task)

Riley was placed in the extension group for a partitioning activity. She was given 8 blocks to place into two bowls. Riley came up with all of the different combinations very quickly (8 and 0, 7 and 1, 6 and 2, 5 and 3, 4 and 4) and was very sure that she had them all. She did not double up on any combination and understood the commutative property (5 + 3 is the same as 3 + 5) of turn-arounds.

Riley was then challenged to work out what was missing: The teacher hid some blocks and gave her the remaining blocks. Riley had no difficulty working out missing add-ends.

Riley was then further challenged as follows:



Now imagine that there are three bowls to separate the blocks into instead of two. One of the bowls holds 2 blocks. If the other two have the same amount as each other, how many would there be in each?

Riley initially answered "two" using mental images, but then drew the blocks and self-corrected to three with no prompting.

She also decided to try one for herself, and came up with 4, 2 and 2.