

ID# \_\_\_\_\_ SCHOOL: \_\_\_\_\_ LOCATION: \_\_\_\_\_



## Early Grade Math Assessment (EGMA): Administrator Instructions and Protocol

Date of Assessment: \_\_\_\_/\_\_\_\_/\_\_\_\_ (MM/DD/YYYY)

Enumerator Name: \_\_\_\_\_ Enumerator Complete ☐

Enumerator ID: \_\_\_\_\_ Enumerator QC ☐

Lead Enumerator QC ☐

RTI QC ☐

\_\_\_\_\_

**INSTRUCTION FOR ADMINISTRATION**

It is critical that data be collected in a standardized fashion across all interviews. This requires following the prescribed administration order and adhering to standard instructions for the interviews as referenced in your manual and in this booklet. Make sure you read each item exactly as worded.

**➔ Typefaces within the Assessment**

**Instructions and questions that you read aloud to the child are printed in lower-case bold typeface. Be sure to read all questions completely and verbatim.**

INSTRUCTIONS FOR YOU THAT ARE NOT READ ALOUD ARE PRINTED IN UPPER CASE TYPEFACE. THE RULE IS THAT ANY INFORMATION THAT IS IN UPPER-CASE IS INSTRUCTION TO YOU; THE ENUMERATOR SHOULD NEVER READ THIS ALOUD.

In some of the questions you will be asking, some of the words to be read to the child are underlined. Any text that is underlined should be read with emphasis. For example, words that are underlined, such as “point to it” are to be read to the child with emphasis.

In addition, you will need to check each test for completeness before returning the child to his/her classroom. The following sections will provide you with the basic information needed to administer this assessment. However, specific instructions may be found in the manual for each of the following subtests. It is imperative that you are thoroughly familiar with all of this information before testing a first child.

**➔ Rapport**

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation about topics of interest to the child. The child should perceive the following assessment almost as a game to be enjoyed rather than as a severe situation.

**➔ Encouragement**

Throughout the assessment, give frequent neutral praise, such as:

**You’re doing a really good job!**

**That was hard. You’re doing a good job.**

**You’re working hard – that’s great!**

This praise should only be given at the end of a task, not in the middle of a task. Do not give the child hints, read questions in a leading manner, or make facial expressions that may indicate the right or wrong answer.

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|                              |  |
|------------------------------|--|
| NAME AND LOCATION OF SCHOOL: |  |
| UNIQUE SCHOOL CODE:          |  |
| SCHOOL SHIFT:                |  |
| MULTIGRADE CLASS?            |  |

|                                  |  |
|----------------------------------|--|
| UNIQUE STUDENT CODE:             |  |
| STUDENT GRADE LEVEL:             | <input type="checkbox"/> 1 = 1 <sup>ST</sup> GRADE<br><input type="checkbox"/> 2 = 2 <sup>ND</sup> GRADE |
| CLASS SECTION                    |  |
| STUDENT MONTH AND YEAR OF BIRTH: | MONTH: _____<br>YEAR: _____  |
| STUDENT GENDER: (CHECK ONE)      | <input type="checkbox"/> 1 = GIRL<br><input type="checkbox"/> 2 = BOY                                    |

**WAS THE ASSESSMENT:**

|  |   |
|--|---|
| COMPLETED UPON FIRST SCHEDULING?                             | <input type="checkbox"/> 1 = YES [IF YOU CHECKED "YES", SKIP THE NEXT TWO QUESTIONS]<br><input type="checkbox"/> 2 = NO [IF YOU CHECKED "NO", PLEASE ANSWER THE NEXT TWO QUESTIONS] |
| RESCHEDULED TO FINISH? IF SO WHAT IS THE NEW DATE?           |   |
| IF THIS INTERVIEW WILL NOT BE COMPLETED, PLEASE TELL ME WHY: |   |

**START AND STOP TIMES:**

|             |            |
|-------------|------------|
| START TIME: | STOP TIME: |
|-------------|------------|

**SECOND START AND STOP TIMES:** [ONLY TO BE USED IF THE ENUMERATOR HAD TO GO BACK AND FINISH AN INTERVIEW]

|  |            |
|--|------------|
| SECOND DATE OF ASSESSMENT: ____/____/____ (MM/DD/YYYY) |            |
| START TIME:  | STOP TIME: |

## CONSENT

**Before we start, I want to tell you my name. I'm \_\_\_\_\_  
I work with the Ministry of Education.**

- **We want to know how children learn math. You were picked by chance, like in a raffle or lottery.**
  - **We would like your help in this. But you do not have to take part if you do not want to.**
  - **We are going to play some counting games and some number games.**
  - **Using this stopwatch, I will see how long it takes you to count.**
  - **This is NOT a test and you will NOT be graded on it for school.**
  - **I will also ask you questions about your family, like what language your family uses at home and some of the things your family has.**
  - **I will NOT write down your name so no one will know these are your answers.**
  - **Once again, you do not have to take part in this if you do not want to. Once we begin, if you do not want to answer a question, that's all right.**
- Okay, are you ready to start?**

WAS VERBAL CONSENT OBTAINED? ☐ YES ☐ NO

IF CHILD DOES NOT CONSENT: DO NOT CONTINUE WITH THE ASSESSMENT.  
THANK THE CHILD FOR HIS OR HER TIME AND MOVE ON TO THE NEXT CHILD.

IF THE CHILD CONSENTS CONTINUE HERE:

### BACKGROUND INFORMATION

1. Class: \_\_\_\_\_
2. Did you go to any nursery/pre-school: \_\_\_\_\_
3. What language do you mostly speak at home? \_\_\_\_\_
4. Does anyone help you with school work at home? \_\_\_\_\_
5. Do you have reading books or magazines at home? \_\_\_\_\_
6. Do you watch TV at home? \_\_\_\_\_
7. Do you listen to radio at home? \_\_\_\_\_

**SAY: Now... I have some things I will ask you to do for me. Please listen carefully and do the best you can. Some of the things I will ask you are hard even for older kids, so don't worry if you're not sure about them. Just give it your best try. OK?**

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### TASK 1: ORAL COUNTING

**MATERIALS:** STOPWATCH

**STOP RULE:** STOP THE CHILD IF CHILD MAKES AN ERROR WHILE COUNTING OR AT THE END OF A MINUTE

**SCORING:** RECORD THE LAST SPOKEN CORRECT NUMBER AND THE TIME ON THE STOPWATCH.

**DIRECTIONS:** START THE STOPWATCH TO COUNTDOWN FROM 60 SECONDS WHEN THE CHILD BEGINS TO COUNT. STOP THE STOPWATCH AND THE CHILD AS SOON AS THE CHILD MAKES AN ERROR OR AT THE END OF A MINUTE. RECORD THE TIME AND THE LAST NUMBER THE CHILD SAYS CORRECTLY, BELOW.

SAY: **I want you to count for me. I will tell you when to begin and when to stop. Count for me from one to as high as you can count. Are you ready? Okay begin, one...**

INTERVIEWER: IF THE CHILD DOES NOT START COUNTING SAY: **Watch me count. One, two, three....ten. Okay, just like me, I want you to count as high as you can. Okay begin, one...**

TIME ON THE STOPWATCH: \_\_\_\_\_

LAST NUMBER CHILD SAID CORRECTLY: \_\_\_\_\_

### TASK 2: COUNTING: ONE-TO-ONE CORRESPONDENCE - PRACTICE ITEM

**MATERIALS:** SHEET "A"

**STOP RULE:** STOP THE CHILD IF S/HE DOUBLE COUNTS A CIRCLE, INCORRECTLY COUNTS A CIRCLE, OR IF TIME ON THE STOPWATCH RUNS OUT

**SCORING:** RECORD 1) THE LAST SPOKEN CORRECT NUMBER AND 2) THE RESPONSE THE CHILD GIVES TO YOUR FOLLOW UP QUESTION

**DIRECTIONS:** PLACE SHEET "A" WITH THE FOUR CIRCLES IN FRONT OF THE CHILD.

SWEEP YOUR HAND FROM LEFT TO RIGHT OVER THE CIRCLES AND SAY: **Here are some circles. I want you to point and count these circles for me.**

POINT TO FIRST CIRCLE AND SAY: **Start here and count the circles.**

HOW MANY CIRCLES DID THE CHILD COUNT: \_\_\_\_\_

IF THE CHILD DOES NOT SAY THE NUMBER AFTER COUNTING THE CIRCLES SAY: **How many circles are there?**

NUMBER OF CIRCLES CHILD SAYS THERE ARE: \_\_\_\_\_

IF CHILD DOES NOT RESPOND OR RESPONDS WITH THE INCORRECT ANSWER, COUNT THE CIRCLES OUT LOUD, POINTING TO EACH ONE AND SAY: **One, two, three, four, there are four circles. Now you count the circles.**

IF THE CHILD DOES NOT SAY THE NUMBER OF CIRCLES AFTER COUNTING THEM, SAY: **How many circles are there?**

IF CHILD SAYS "FOUR" SAY: **That's right, four. Let's do another one.**

IF CHILD DOES NOT SAY "FOUR" SAY: **There are four, let's do another one.**

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### TASK 2: COUNTING: ONE-TO-ONE CORRESPONDENCE EXERCISE

**MATERIALS:** SHEET "B" AND STOPWATCH

**STOP RULE:** STOP THE CHILD IF S/HE DOUBLE COUNTS A CIRCLE, INCORRECTLY COUNTS A CIRCLE, OR IF TIME ON THE STOPWATCH RUNS OUT

**SCORING:** RECORD 1) THE LAST SPOKEN CORRECT NUMBER AND 2) THE RESPONSE THE CHILD GIVES TO YOUR FOLLOW UP QUESTION

**DIRECTIONS:** PLACE SHEET "B" WITH THE 20 CIRCLES IN FRONT OF THE CHILD. START STOPWATCH AT THIRTY SECONDS AS SOON AS THE CHILD STARTS COUNTING.

SWEEP YOUR HAND FROM LEFT TO RIGHT OVER THE CIRCLES AND SAY: **Here are some more circles. I want you to point and count these circles for me.**

POINT TO FIRST CIRCLE AND SAY: **Start here and count the circles.**

HOW MANY CIRCLES DID THE CHILD COUNT: \_\_\_\_\_

IF THE CHILD DOES NOT SAY THE NUMBER AFTER COUNTING THE CIRCLES SAY: **How many circles are there?**

NUMBER OF CIRCLES CHILD SAYS THERE ARE: \_\_\_\_\_

TIME ON THE STOPWATCH: \_\_\_\_\_

### TASK 3: NUMBER IDENTIFICATION ITEM - EXERCISE ONE

**MATERIALS:** SHEET "C1" AND STOPWATCH

**STOP RULE:** STOP THE CHILD IF S/HE MAKES 4 ERRORS ONE RIGHT AFTER THE OTHER OR IF TIME ON THE STOPWATCH (30 SECONDS) RUNS OUT

**SCORING:** FOR EACH NON-RESPONSE OR INCORRECT NUMBER WORD, PLACE A "/" THROUGH THE NUMBER. RECORD ONE POINT FOR EACH CORRECT RESPONSE. ENTER THE NUMBER CORRECT PER ROW IN THE FAR RIGHT COLUMN. TOTAL FAR RIGHT COLUMN AND RECORD OVERALL TOTAL WHERE INDICATED.

**DIRECTIONS:** PLACE SHEET "C1" WITH THE GRID OF NUMBERS IN FRONT OF THE CHILD. START STOPWATCH FOR THIRTY SECONDS AS SOON AS THE CHILD STARTS RESPONDING.

SWEEP YOUR HAND FROM LEFT TO RIGHT OVER THE NUMBERS AND SAY: **Here are some numbers. I want you to point to each number and tell me what the number is.**

POINT TO FIRST NUMBER AND SAY: **Start here.**

IF A CHILD STOPS ON A NUMBER FOR 5 SECONDS – TELL THE CHILD WHAT THE NUMBER IS AND POINT TO THE NEXT NUMBER AND SAY: **What number is this?**

NUMBER CORRECT  
PER ROW

|    |    |    |    |  |
|----|----|----|----|--|
| 6  | 1  | 19 | 4  |  |
| 10 | 16 | 3  | 9  |  |
| 15 | 12 | 7  | 13 |  |

CHILD SCORE (OVERALL TOTAL CORRECT): \_\_\_\_/12

TIME ON THE STOPWATCH: \_\_\_\_\_

**IF CHILD GETS FOUR NUMBER WORD ERRORS IN A ROW, DISCONTINUE AND GO TO TASK 4.**

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### TASK 3: NUMBER IDENTIFICATION TASK – EXERCISE TWO

**MATERIALS:** SHEET “C2” AND STOPWATCH

**STOP RULE:** STOP THE CONTINUING IF S/HE MAKES 4 ERRORS ONE RIGHT AFTER THE OTHER OR IF TIME ON THE STOPWATCH (30 SECONDS) RUNS OUT

**SCORING:** FOR EACH NON RESPONSE OR INCORRECT NUMBER WORD, PLACE A “/” THROUGH THE NUMBER. RECORD ONE POINT FOR EACH CORRECT RESPONSE. ENTER THE NUMBER CORRECT PER ROW IN THE FAR RIGHT COLUMN. TOTAL FAR RIGHT COLUMN AND RECORD OVERALL TOTAL WHERE INDICATED.

**DIRECTIONS:** PLACE SHEET “C2” WITH THE GRID OF NUMBERS IN FRONT OF THE CHILD. START STOPWATCH FOR THIRTY SECONDS AS SOON AS THE CHILD STARTS RESPONDING.

SWEEP YOUR HAND FROM LEFT TO RIGHT OVER THE NUMBERS AND SAY: **Here are some more numbers. I want you to point to each number and tell me what the number is.**

POINT TO FIRST NUMBER AND SAY: **Start here.**

IF A CHILD STOPS ON A NUMBER FOR 5 SECONDS – TELL THE CHILD WHAT THE NUMBER IS AND POINT TO THE NEXT NUMBER AND SAY: **What number is this?**

|    |    |    |    | NUMBER CORRECT<br>PER ROW |
|----|----|----|----|---------------------------|
| 6  | 8  | 18 | 27 |                           |
| 5  | 31 | 47 | 58 |                           |
| 73 | 85 | 99 | 36 |                           |
| 50 | 59 | 73 | 91 |                           |
| 38 | 61 | 76 | 15 |                           |

CHILD SCORE (OVERALL TOTAL CORRECT): \_\_\_\_/20

TIME ON THE STOPWATCH: \_\_\_\_\_

**TASK 4: QUANTITY DISCRIMINATION MEASURE – EXERCISE ONE****MATERIALS:** SHEET “D1” AND COVERSHEET**STOP RULE:** STOP THE CHILD IF S/HE GETS 4 ERRORS ONE RIGHT AFTER THE OTHER.**SCORING:** RECORD ONE POINT FOR EACH CORRECT RESPONSE.**DIRECTIONS:** PLACE SHEET “D1” WITH THE COVERSHEET COVERING THE ITEMS IN FRONT OF THE CHILD. WHEN YOU ARE READY TO BEGIN, BRING COVERSHEET DOWN TO REVEAL THE FIRST NUMBERS TO THE CHILD.SAY: **Look at these numbers. Which one is bigger?**

IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS, MARK WITH A SLASH “/” IF THERE IS STILL NO ANSWER, MOVE ON TO THE NEXT ITEM.

REPEAT THE QUESTION FOR EACH OF THE ITEMS. CIRCLE THE CHILD’S RESPONSE FOR EACH ITEM.

- |    |    |    |       |
|----|----|----|-------|
| 1. | 8  | 6  | _____ |
| 2. | 15 | 3  | _____ |
| 3. | 4  | 16 | _____ |
| 4. | 11 | 10 | _____ |
| 5. | 20 | 19 | _____ |
| 6. | 7  | 12 | _____ |

CIRCLE THE ANSWER GIVEN BY THE CHILD.  
FOR NON-ANSWERS, PLACE A SLASH “/” ON THE  
SPACE AT THE END OF THE ROW.

PLACE THE TOTAL RESPONSES CORRECT ON  
THE LINE FOR CHILD SCORE.

Child Score: \_\_\_\_ / 6

**IF CHILD GETS FOUR INCORRECT IN A ROW, DISCONTINUE AND GO TO TASK 5.****TASK 4: QUANTITY DISCRIMINATION MEASURE – EXERCISE TWO****MATERIALS:** SHEET “D2” AND COVERSHEET**STOP RULE:** STOP THE CHILD IF S/HE GET 4 ERRORS ONE RIGHT AFTER THE OTHER.**SCORING:** RECORD ONE POINT FOR EACH CORRECT RESPONSE.**DIRECTIONS:** PLACE SHEET “D2” WITH THE COVERSHEET COVERING THE ITEMS IN FRONT OF THE CHILD. WHEN YOU ARE READY TO BEGIN, BRING COVERSHEET DOWN TO REVEAL THE FIRST NUMBERS TO THE CHILD.SAY: **Look at these numbers. Which on is bigger?**

IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS, MARK WITH A SLASH “/” IF THERE IS STILL NO ANSWER, MOVE ON TO THE NEXT ITEM.

REPEAT THE QUESTION FOR EACH OF THE ITEMS. CIRCLE THE CHILD’S RESPONSE FOR EACH ITEM.

- |    |    |    |       |
|----|----|----|-------|
| 1. | 15 | 4  | _____ |
| 2. | 8  | 19 | _____ |
| 3. | 21 | 10 | _____ |
| 4. | 28 | 26 | _____ |
| 5. | 67 | 71 | _____ |
| 6. | 84 | 24 | _____ |

CIRCLE THE ANSWER GIVEN BY THE CHILD. FOR  
NON-ANSWERS, PLACE A SLASH “/” ON THE SPACE  
AT THE END OF THE ROW.

PLACE THE TOTAL RESPONSES CORRECT ON THE  
LINE FOR CHILD SCORE.

Child Score: \_\_\_\_ / 6



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### TASK 5: MISSING NUMBER MEASURE - PRACTICE

**MATERIALS:** SHEET "E" AND COVER SHEET

**STOP RULE:** STOP THE CHILD IF S/HE GET 4 ERRORS ONE RIGHT AFTER THE OTHER.

**SCORING:** RECORD THE CHILD'S RESPONSES BELOW.

**DIRECTIONS:** PLACE SHEET "E" WITH THE COVER SHEET ON TOP IN FRONT OF THE CHILD. SLIDE THE COVER SHEET DOWN WHEN YOU ARE READY TO BEGIN WITH THE PRACTICE ITEM.

SWEEP HAND FROM LEFT TO RIGHT OVER PRACTICE ITEM AND SAY: **Here are some numbers. One, two, three, what number goes here?**

CHILD'S RESPONSE: \_\_\_\_\_

IF CHILD SAYS THE CORRECT ANSWER, FOUR, SAY: **That's right four. Let's do some more.**

IF CHILD DOES NOT SAY CORRECT ANSWER OR DOES NOT RESPOND AFTER 5 SECONDS, SAY: **There are four. Count with me.** POINT TO EACH NUMBER AND SAY: **One, two, three, four, five.**

### TASK 5: MISSING NUMBER MEASURE - EXERCISE

**MATERIALS:** SHEET "E" AND COVER SHEET

**STOP RULE:** STOP THE CHILD FROM CONTINUING IF S/HE GET 4 ERRORS ONE RIGHT AFTER THE OTHER

**SCORING:** RECORD ONE POINT FOR EACH CORRECT RESPONSE.

**DIRECTIONS:** PLACE SHEET "E" WITH THE COVER SHEET ON TOP IN FRONT OF THE CHILD. SLIDE THE COVER SHEET DOWN WHEN YOU ARE READY TO BEGIN ITEM ONE.

SWEEP HAND FROM LEFT TO RIGHT OVER THE ITEM AND SAY: **Here are some more numbers.** POINT TO THE LINE AND SAY: **Tell me what number goes here?**

CONTINUE WITH EACH ITEM ENTERING THE CHILD'S RESPONSES BELOW. FOR EACH ITEM POINT TO THE LINE AND SAY: **Tell me what number goes here?**

IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS, MARK WITH A SLASH "/" IF THERE IS STILL NO ANSWER, AND MOVE ON TO THE NEXT ITEM. RECORD THE SCORES BELOW.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

ENTER THE ANSWER GIVEN BY THE CHILD. FOR NON-ANSWERS, PLACE A SLASH "/" ON THE LINE FOR THAT ITEM.

PLACE THE TOTAL RESPONSES CORRECT ON THE LINE FOR CHILD SCORE BELOW.

CHILD SCORE (OVERALL TOTAL CORRECT): \_\_\_\_/10

**TASK 6: WORD PROBLEMS****MATERIALS:** COUNTERS**STOP RULE:** STOP THE CHILD IF S/HE GETS BOTH QUESTION 1 AND QUESTION 2 INCORRECT**SCORING:** ENTER CHILD'S ANSWER ON THE LINE WHERE INDICATED FOR EACH ITEM. FOR EACH OF THE QUESTIONS: IF THE CHILD DOES NOT RESPOND, CIRCLE THE NR. IF THE CHILD REFUSES TO ANSWER, CIRCLE THE RF. IF THE CHILD SAYS THAT HE OR SHE DOES NOT KNOW, CIRCLE THE DK.**DIRECTIONS:** PLACE COUNTERS TO THE SIDE OF THE CHILD.

SAY: I have some problems that I am going to ask you to solve for me. Here are some things to help you count. You can use them if you want to, but you don't have to. Listen very carefully. If you need me to, I will repeat the question for you. Okay, let's get started.

PRACTICE ITEM: SAY: Tommy had 2 candies. Sarah had 3 candies. How many candies did they have altogether?

IF THE CHILD CORRECTLY ANSWERS THAT THEY HAD 5 CANDIES ALTOGETHER, SAY: That's right. They had five candies altogether. Let's do another one.

IF THE CHILD DOES NOT CORRECTLY ANSWERS, SAY: They had five candies altogether. USE THE COUNTERS AND READ THE PROBLEM DEMONSTRATING THREE COUNTERS FOR TOMMY AND TWO COUNTERS FOR SARAH. IF THE CHILD STILL DOES NOT ANSWER THE PROBLEM, SAY: There are five all together. Let's do another one.

FOR THE FOLLOWING QUESTIONS, IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS AND MOVE ON TO THE NEXT ITEM. RECORD THE SCORES BELOW.

QUESTION 1: SAY: Jane had 4 pieces of candy. Her father gave her 7 more pieces of candy. How many pieces of candy does Jane have altogether?

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

QUESTION 2: SAY: Johnny had 12 pieces of candy. He gave 5 pieces of candy to Katie. How many pieces of candy does he have left?

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

QUESTION 3: SAY: There was a group of children playing a game. 2 were girls and 6 were boys. How many children were playing altogether?

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

QUESTION 4: SAY: There are 9 children walking to school. 6 are boys and the rest are girls. How many girls are walking to school?

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

| IN GENERAL, FOR THESE PROBLEMS: DID THE CHILD:      | YES | NO |
|---|-----|----|
| USE HIS/HER FINGERS WHEN SOLVING THE WORD PROBLEMS? |     |    |

**TASK 7: ADDITION/SUBTRACTION PROBLEMS – PRACTICE ITEMS**

**MATERIALS:** SHEET “F1”, AND COUNTERS

**STOP RULE:** STOP THE CHILD FROM CONTINUING IF S/HE GETS 4 ERRORS ONE RIGHT AFTER THE OTHER

**SCORING:** ENTER CHILD’S ANSWER ON THE LINE FOR EACH ITEM. CIRCLE “0” IF ANSWER WAS INCORRECT. CIRCLE “1” IF ANSWER WAS CORRECT. FOR EACH OF THE QUESTIONS: IF THE CHILD DOES NOT RESPOND, CIRCLE THE NR. IF THE CHILD REFUSES TO ANSWER, CIRCLE THE RF. IF THE CHILD SAYS THAT HE OR SHE DOES NOT KNOW, CIRCLE THE DK.

**DIRECTIONS:** PLACE THE COUNTERS TO THE SIDE OF THE CHILD. PLACE SHEET “F” IN FRONT OF THE CHILD. IF THE CHILD DOES NOT RESPOND FOR AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS AND MOVE ON TO THE NEXT ITEM. RECORD THE SCORES BELOW.

PRACTICE ITEM ONE:

SAY: **Now we are going to do some addition and subtraction problems.**

POINT TO THE COUNTERS AND SAY: **Here are some things you can use to answer these questions.**

POINT TO THE FIRST ADDITION PROBLEM ON SHEET F1 AND SAY: **How much is 1 and 2 altogether?**

IF THE CHILD CORRECTLY ANSWERS “3”, SAY: **That’s right, one and two altogether is three. Let’s do another one.**

IF THE CHILD DOES NOT CORRECTLY ANSWER, SAY: **The answer is three.** USE THE COUNTERS AND READ THE PROBLEM DEMONSTRATING BY PUSHING ONE COUNTER TO THE CHILD AND SAY: **This is one.** THEN PUSHING TWO COUNTERS TOWARD THE CHILD AND SAY: **This is two.** COUNT ALL THREE COUNTERS ALOUD AND SAY: **One and two altogether is three. Let’s do another one.**

PRACTICE ITEM TWO:

POINT TO THE SECOND PROBLEM ON SHEET F1 AND SAY: **How much is 3 take away 2?**

IF THE CHILD CORRECTLY ANSWERS “3”, SAY: **That’s right, three take away two is one. Let’s do another one.**

IF THE CHILD DOES NOT CORRECTLY ANSWER, SAY: **The answer is one.** USE THE COUNTERS AND READ THE PROBLEM DEMONSTRATING BY PUSHING THREE COUNTERS TOWARD THE CHILD AND SAY: **This is three.** THEN REMOVE TWO COUNTERS FROM THE THREE COUNTERS YOU MOVED TOWARD THE CHILD AND SAY: **take away two.** COUNT THE COUNTER ALOUD AND SAY: **One. Three take away 2 is one. Let’s do another one.**

**TASK 7: ADDITION/SUBTRACTION PROBLEMS – EXERCISE****MATERIALS:** SHEET “F2”, COUNTERS, AND STOPWATCH**STOP RULE:** STOP THE CHILD FROM CONTINUING IF S/HE GETS 2 ERRORS ONE RIGHT AFTER THE OTHER**SCORING:** ENTER CHILD’S ANSWER ON THE LINE FOR EACH ITEM. IF THE CHILD DOES NOT RESPOND, CIRCLE THE NR. IF THE CHILD REFUSES TO ANSWER, CIRCLE THE RF. IF THE CHILD SAYS THAT HE OR SHE DOES NOT KNOW, CIRCLE THE DK.**DIRECTIONS:** PLACE THE COUNTERS TO THE SIDE OF THE CHILD. PLACE SHEET “F2” IN FRONT OF THE CHILD. POINT TO EACH ADDITION / SUBTRACTION PROBLEM WHILE YOU READ THEM TO THE CHILD. IF THE CHILD DOES NOT RESPOND TO AN ITEM, REPEAT THE QUESTION ONCE, WAIT THREE SECONDS AND MOVE ON TO THE NEXT ITEM. RECORD THE SCORES BELOW.

POINT TO THE FIRST ADDITION PROBLEM ON SHEET F2 AND SAY:

1. **How much is 2 and 3 altogether?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

2. **How much is 4 and 5 altogether?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

3. **How much is 8 and 2 altogether?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

4. **How much is 3 and 7 altogether?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

5. **How much is 9 and 4 altogether?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

SAY: **Now I am going to show you some take-away problems.** POINT TO THE FIRST SUBTRACTION PROBLEM AS SAY:6. **How much is 5 take away 3?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

7. **How much is 9 take away 5?**

CHILD’S ANSWER: \_\_\_\_\_ NR RF DK

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**8. How much is 10 take away 2?**

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

**9. How much is 13 take away 4?**

CHILD'S ANSWER: \_\_\_\_\_ NR RF DK

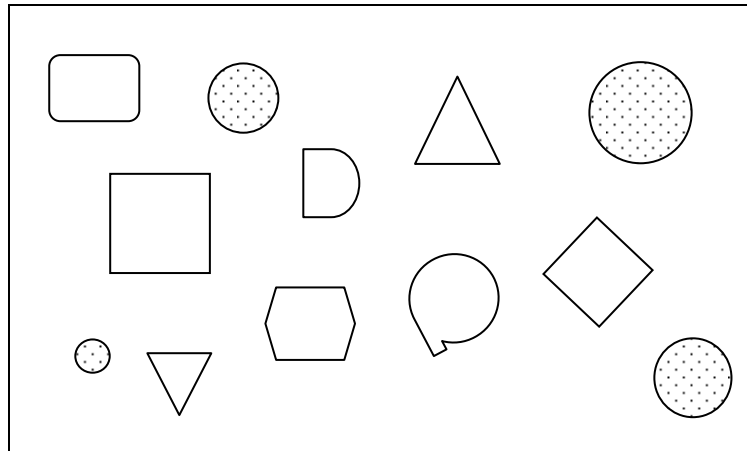
| DID THE CHILD:  | YES | NO |
|---|-----|----|
| USE HIS/HER FINGERS TO SOLVE ANY OF THE<br>ADDITION AND SUBTRACTION PROBLEMS? |     |    |
| USE THE COUNTERS TO SOLVE ANY OF THE<br>ADDITION/SUBTRACTION PROBLEMS?        |     |    |

**TASK 8: SHAPE RECOGNITION****MATERIALS:** SHEETS "G1" THROUGH "G4"**STOP RULE:** N/A**SCORING:** THE CORRECT SHAPES ARE MARKED WITH A PATTERN OF DOTS ON THEM. FOR EACH CORRECT SHAPE THE CHILD IDENTIFIES, HE OR SHE GETS A POINT. ENTER THE SCORE ON THE LINE THAT FOLLOWS EACH FIGURE.**DIRECTIONS:** FOR EACH OF THE SHAPES BELOW, ONCE THE CHILD FINISHES PLACING THE COUNTERS ON TOP OF THE SHAPE SHEET, MARK THE SHAPES WITH A "✓" ON YOUR SHEET. THEN, RECORD THE NUMBER OF SHAPES THAT WERE COUNTED CORRECTLY. MAKE SURE TO FOLLOW THESE INSTRUCTIONS FOR EACH SHAPE SHEET PRESENTED TO THE CHILD.SAY: **Now we are going to play another game with shapes.**

PLACE THE COUNTERS TO THE SIDE OF THE CHILD.

POINT TO THE COUNTERS AND SAY: **I want you to place the counters on all of the circles you find on this sheet.** PLACE THE SHEET IN FRONT OF THE CHILD. **Let me know when you are done.**

SHEET G1: CIRCLES

SCORE FOR G1: CIRCLE FIGURES COUNTED CORRECTLY: /4

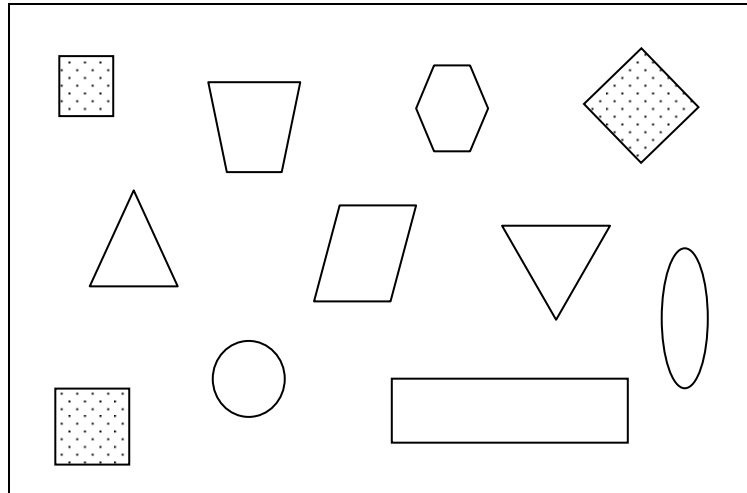
INTERVIEWER: BEFORE PLACING THE NEXT SHEET IN FRONT OF THE CHILD, CLEAR THE COUNTERS OFF THE CIRCLE SHEET AND PLACE THEM IN THE PILE TO THE SIDE OF THE CHILD.

GO TO NEXT PAGE TO CONTINUE THIS TASK.

**TASK 8: SHAPE RECOGNITION CONTINUED:**

POINT TO THE COUNTERS AND SAY: **Now, I want you to place the counters on all of the squares you find on this sheet.** PLACE THE SHEET IN FRONT OF THE CHILD. **Let me know when you are done.**

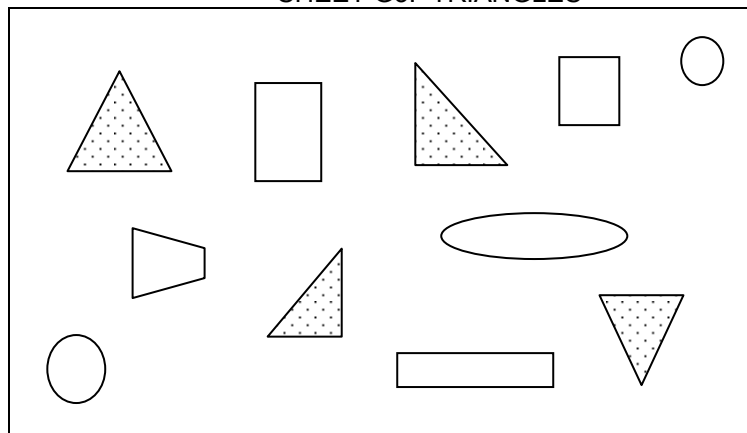
SHEET G2: SQUARES

SCORE FOR G2: SQUARE FIGURES COUNTED CORRECTLY: /3

INTERVIEWER: BEFORE PLACING THE NEXT SHEET IN FRONT OF THE CHILD, CLEAR THE COUNTERS OFF THE SQUARE SHEET AND PLACE THEM IN THE PILE TO THE SIDE OF THE CHILD.

POINT TO THE COUNTERS AND SAY: **Now, I want you to place the counters on all of the triangles you find on this sheet.** PLACE THE SHEET IN FRONT OF THE CHILD. **Let me know when you are done.**

SHEET G3: TRIANGLES

SCORE FOR G3: TRIANGLE FIGURES COUNTED CORRECTLY: /4

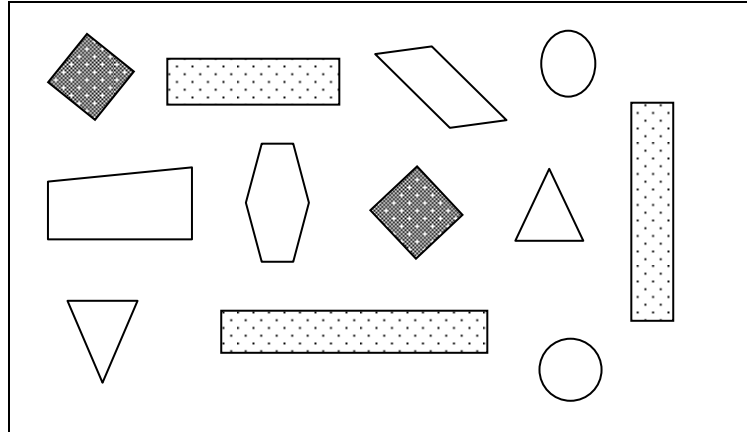
GO TO NEXT PAGE TO CONTINUE THIS TASK.

ID# \_\_\_\_\_ SCHOOL: \_\_\_\_\_ LOCATION: \_\_\_\_\_

INTERVIEWER: BEFORE PLACING THE NEXT SHEET IN FRONT OF THE CHILD, CLEAR THE COUNTERS OFF THE TRIANGLE SHEET AND PLACE THEM IN THE PILE TO THE SIDE OF THE CHILD.

POINT TO THE COUNTERS AND SAY: **Now, I want you to place the counters on all of the rectangles you find on this sheet.** PLACE THE SHEET IN FRONT OF THE CHILD. **Let me know when you are done.**

SHEET G4: RECTANGLES




SCORE FOR G4: RECTANGLE FIGURES COUNTED CORRECTLY: /3

INTERVIEWER: THIS IS THE END OF THIS TASK. PLEASE REMOVE THE COUNTERS FROM THE CHILD AND CONTINUE TO THE NEXT TASK.



**TASK 9: PATTERN EXTENSION****MATERIALS:** SHEETS "H1 THROUGH H5"**STOP RULE:** STOP THE CHILD FROM CONTINUING IF S/HE GET 3 ITEMS INCORRECT IN A ROW**SCORING:** RECORD ONE POINT FOR EACH CORRECT RESPONSE.**DIRECTIONS:** DO NOT PLACE THE SHEET IN FRONT OF THE CHILD UNTIL YOU SAY: **I am going to show you a pattern.**PLACE SHEET I1 IN FRONT OF THE CHILD. POINT TO THE PATTERN MOVING HAND FROM LEFT TO RIGHT OVER PATTERN AND SAY: **I want you to finish this pattern for me.**THEN MOVE HAND ACROSS RESPONSE OPTIONS AT BOTTOM OF PAGE AND SAY: **Which one of these goes here?** POINT TO THE BLANK AT THE END OF THE PATTERN.

REPEAT THE INSTRUCTIONS ABOVE FOR EACH OF THE ITEMS. CIRCLE THE CHILD'S RESPONSES BELOW. FOR ANY ITEMS THE CHILD DOES NOT ANSWER, PLACE A "/" ON THE LINE FOR THAT ITEM.

- |    |   |   |   |       |
|----|---|---|---|-------|
| 1. | A | B |  | _____ |
| 2. | A | B | C   | _____ |
| 3. | A | B | C   | _____ |
| 4. | A | B | C   | _____ |
| 5. | A | B | C   | _____ |

CHILD SCORE (OVERALL TOTAL CORRECT): \_\_\_\_/5