



DRAFT Port Jackson Number Sense Assessment for Students in Primary School

Referenced to Mathematics K-6 Syllabus, Number Knowledge Test and Number Sense Screening

Knowledge and Skills	ES1 (Kindergarten) NES1.1	S1 (Year 1) NS1.1-Unit 1	S1 (Year 2) NS1.1-Unit 2	S2+ (Year 3+) NS2.1, NS2.3			
<i>Counting</i>	<p><u>Counting 1:1, 1-20</u> Here are some counters. (Provide 9 yellow & 7 blue counters) Count just the yellow ones and tell me how many there are.</p>						
	<p><u>Counting forward: 1-30</u> 1. Start counting from 1. I'll tell you when to stop. (stop at 30) 2. Count on from 6. I'll tell you when to stop. (stop at 16)</p>	<p><u>Counting on: 0-99</u> (Provide visual stimulus: 36) Count on from 36. I'll tell you when to stop. (stop at 52)</p>	<p><u>Counting on: 0-999</u> (Provide visual stimulus: 192) Count on from 192. I'll tell you when to stop. (stop at 214)</p>	<p><u>Counting on: 0-9999</u> Count on from 3990. I'll tell you when to stop. (stop at 4011)</p>			
	<p><u>Counting back: 1-20</u> Count backwards from 20. I'll tell you when to stop. (stop at 4)</p>	<p><u>Counting back: 0-99</u> (Provide visual stimulus: 94) Count back from 94. I'll tell you when to stop. (stop at 78)</p>	<p><u>Counting back: 0-999</u> (Provide visual stimulus: 406) Count back from 406. I'll tell you when to stop. (stop at 387)</p>	<p><u>Counting back: 0-9999</u> Count back from 5005. I'll tell you when to stop. (stop at 4995)</p>			
		<p><u>Counting by 10s: 0-99</u> 1. Start counting by 10's. I'll tell you when to stop. (stop at 90 / 100) 2. Count back by 10's starting at 90. I'll tell you when to stop. (stop at 30) 3. Count by 10's starting at 7. I'll tell you when to stop. (stop at 77) 4. (Provide visual stimulus: 83) Count back by 10's starting at 83. I'll tell you when to stop. (stop at 3)</p>	<p><u>Skip counting: 0-99</u> 1. Start counting by 2's. I'll tell you when to stop. (stop at 20) 2. Count back by 2's starting at 36. I'll tell you when to stop. (stop at 26) 3. Start counting by 5's. I'll tell you when to stop. (stop at 50) 4. (Provide visual stimulus: 40) Count back by 5's starting at 40. I'll tell you when to stop. (stop at 5)</p>	<p><u>Counting by 10s: 0-999</u> 1. Count forward by 10's starting at 670. I'll tell you when to stop. (stop at 770) 2. (Provide visual stimulus: 430) Count back by 10's starting at 430. I'll tell you when to stop. (stop at 360) 3. (Provide visual stimulus: 542) Count on by 10's starting at 542. I'll tell you when to stop (stop 622)</p>	<p><u>Skip counting: 0-999</u> 1. Start counting by 2's from 194. I'll tell you when to stop. (stop at 210) 2. Count back by 2's starting at 194 I'll tell you when to stop. (stop at 180) 3. Count forward by 5's starting at 475. I'll tell you when to stop. (stop at 515) 4. Count back by 5's from 320. I'll tell you when to stop. (stop at 290)</p>	<p><u>Counting by 100s: 0-9999</u> (Provide visual stimulus: 3600) 1. Count forward by 100's starting at 3600. I'll tell you when to stop. (stop at 4200) 2. (Provide visual stimulus: 3600) Count back by 100's from 3600. I'll tell you when to stop. (stop at 2800) 3. (Provide visual stimulus: 5550) Count forward by 100's starting at 5550. I'll tell you when to stop. (stop at 6250) 4. (Provide visual stimulus: 4530) Count back by 100's from 4530. I'll tell you when to stop. (stop at 3830)</p>	<p><u>Skip counting to 10x</u> 1. Skip count by 4's. I'll tell you when to stop. (stop at 40) 2. Skip count by 9's. I'll tell you when to stop. (stop at 49)</p> <p><u>Multiplication Facts to 10x</u> 1. What are five sixes? 2. What are nine threes? 3. What are seven eights?</p>

Knowledge and Skills	ES1 (Kindergarten) NES1.1	S1 (Year 1) NS1.1-Unit 1	S1 (Year 2) NS1.1-Unit 2	S2+ (Year 3+) NS2.1
DRAFT	<u>Number after: 1-30</u> <i>What number comes next after 7?</i>	<u>A given number after: 2 digits</u> <i>What number comes 5 numbers after 49?</i>		
	<u>2 numbers after: 1-30</u> <i>What number comes two numbers after 7?</i>	<u>A given number before: 2 digits</u> <i>What number comes 4 numbers before 60?</i>		
	<u>Ordering: 1-20</u> (Provide visual stimulus: 8 5 2 6) <i>1. Ask student to point to and name each number.</i> Then ask, <i>2. When you are counting, which of these numbers do you say last?</i> <i>3. Which of these numbers do you say first?</i>	<u>Ordering: 0-99</u> (Provide visual stimulus: 69 14 63 41) <i>Order these numbers from smallest to largest.</i>	<u>Ordering: 0-999</u> (Provide visual stimulus: 205 79 180 118) <i>Order these numbers.</i>	<u>Ordering: 0-9999</u> (Provide visual stimulus: 1896 4677 993 4060) <i>Order these numbers.</i>
	<u>Comparison: 1-20</u> <i>1. Which is bigger: 7 or 9?</i> <i>2. Which is smaller: 8 or 6?</i>	<u>Comparison: 0-99</u> <i>1. Is 51 more or less than 39?</i> <i>2. Is 27 more or less than 32? ?</i>		<u>Comparison</u> (Provide visual stimulus: < >) < > what do these symbols mean?
	<u>Comparison: 1-20</u> (Provide visual stimulus: ) <i>Which number is closer to 5: 6 or 3?</i>	<u>Comparison: 0-99</u> <i>1. (Provide visual stimulus: ) Which number is closer to 21: 25 or 18?</i> <i>2. How many numbers are there between 12 and 16? (Accept 3 or 4)</i>		

Knowledge and Skills	ES1 (Kindergarten) NES1.1, NES1.2	S1 (Year 1) NS1.1-Unit 1, NS1.2	S1 (Year 2) NS1.1-Unit 2, NS1.2	S2+ (Year 3+) NS2.1, NS2.2
Reads and represents numbers	<u>Reads numbers to 20</u> (Provide visual stimulus : 9 15 0) <i>Read these numbers</i>	<u>Reads numbers to 99</u> (Provide visual stimulus : 40 71 13) <i>Read these numbers.</i>	<u>Reads numbers to 999</u> (Provide visual stimulus : 630 215 408) <i>Read these numbers.</i>	<u>Reads numbers to 9999</u> (Provide visual stimulus : 9382 5040 7101) <i>Read these numbers.</i>
	<u>Writes numbers to 20</u> (Give orally and provide a piece of paper and pencil) <i>Write these numbers:</i> 6 13 20	<u>Writes numbers to 99</u> (Give orally and provide a piece of paper and pencil) <i>Write these numbers:</i> 60 89 17	<u>Writes numbers to 999</u> (Give orally and provide a piece of paper and pencil) <i>Write these numbers:</i> 428 310 507	<u>Writes numbers to 9999</u> (Give orally and provide a piece of paper and pencil) <i>Write these numbers:</i> 2155 1070 4006
Place Value	<u>Place value: 1-20</u> <i>How many more than 10 is 14?</i>	<u>Place value: 2-digit numbers</u> 1. (Provide visual stimulus : 36) <i>How many 10's in 36?</i> 2. (Provide visual stimulus : 52) <i>What does the 2 in 52 represent?</i>	<u>Place value: 3-digit numbers</u> (Provide visual stimulus : 749) <i>What is the place value of the 4 in 749?</i>	<u>Place value: 4-digit numbers</u> (Provide visual stimulus : 4206) <i>What is the place value of each digit in 4206?</i>
Language	<i>Tell me everything you know about the number 5.</i>	1. <i>What is a number pattern? Give me an example.</i> 2. <i>What is a digit? Give me an example.</i> 3. <i>Tell me everything you know about the number 25.</i>		1. <i>What is a number pattern? Give me an example.</i> 2. <i>What is expanded notation? Give me an example.</i> 3. <i>Tell me about the number 250.</i>
Addition & Subtraction DRAFT	<u>Addition to 20</u> <i>If you had 4 chocolates and someone gave you 3 more, how many chocolates would you have altogether?</i> (Note answer and method used)	<u>Addition</u> <i>How much is 11 and 4 more?</i> (Note answer and method used)	<u>Addition</u> (Provide visual stimulus : 4 11) <i>How much is 4 plus 11?</i> (Note answer and method used)	<u>Addition</u> 1. (Provide visual stimulus : 13 54) <i>How much is 13 plus 54?</i> (Note answer and method used) 2. (Provide visual stimulus : 26 18) <i>How much is 26 plus 18?</i> (Note answer and method used)
	<u>Subtraction: 1 - 20</u> <i>If I had 7 grapes and ate 2, how many grapes would I have left?</i> (Note answer and method used)	<u>Subtraction</u> (Provide visual stimulus : 21 5) <i>How much is 21 take away 5?</i> (Note answer and method used)	<u>Subtraction</u> (Provide visual stimulus : 21 5) <i>How much is 21 minus 5?</i> (Note answer and method used)	<u>Subtraction</u> (Provide visual stimulus : 46 21) <i>How much is 46 minus 21?</i> (Note answer and method used)
<u>Additional notes</u>				

