

## Assessment for Foundation Step 1+2

### When to use?

Student shows some ability to distribute small equal groups with support.

### What it shows?

Students' ability to use perceptual counting and sharing to form groups of specified sizes.

### Why use it?

Students need to develop concepts of making and counting equal groups to solve multiplication and division problems. (P129 DENS1)

### How:

#### Activity 1:

Place 10 counters on the table.

Say to student:

Put these counters into groups of 2.

If successful, ask student: How many counters? How many groups?

#### Activity 2:

Place 12 counters on the table. (won't be able to determine if students confuse counters and groups if both are 3)

Say to student:

Put these counters into groups of 3.

If successful, ask student: How many counters? How many groups?

**What to do next: Teaching Activities**

IF	THEN
<p>IF Little/no response</p>	<p><i>May not understand task, may not be able to use one-to-one counting, may not understand the word 'group'.</i></p> <ul style="list-style-type: none"> <li>• Provide activities which build on one-to-one counting</li> <li>• Provide activities that involve sharing objects.</li> <li>• Provide activities that involve separating a small collection of objects into small, equal groups with a focus on word 'group'.</li> </ul>
<p>IF Student can put counters into groups by counting each counter.</p>	<p><i>Able to use one-to-one counting. Indicates a well-developed capacity to distribute small equal groups to 10, needs to work on skip counting and identifying composite units.</i></p> <ul style="list-style-type: none"> <li>• Provide activities which build the students' ability to subitise (<i>so they can move two or more counters at a time</i>).</li> <li>• Provide activities which build on students' ability to make larger groups.</li> <li>• Provide activities to practise stress/rhythmic counting.</li> </ul>
<p>IF Student can put more than 1 counter into a group at a time to share collections more efficiently.</p>	<ul style="list-style-type: none"> <li>• Use assessment probe for step 3.</li> </ul>

Extend rubric to include answers to extra questions (additional question would give significantly more data – for little input)

A major conceptual hurdle in working with multiplication structures is understanding groups of items as single entities while also understanding that a group contains a given number of objects (p157 Elementary and Middle school mathematics)

Early multiplication and division strategies focus on the structure and use of grouped items. Students need to develop strategies where they see a group of items as one unit and no longer need to count each item within the group (p189 DENS1).