**K/1 CFNA Addendum: Common Numeracy Assessment Tips and Suggestions**

The following suggestions, based on teacher feedback, are intended to support the successful use of the SD72 Common Formative Assessment in K/1 classes.

1. Complete the assessment in chunks over the first several weeks of school.
2. The assessment may be completed one-on-one (ie. during centres) or in small groups, depending on the task.
3. Use ten-frames, counting collections, or whatever manipulatives are most familiar to the students.
4. For efficiency, teachers can assess questions that use the same manipulatives, or which are similar in nature at one sitting, then moving on to the next set.

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| **Chunking Suggestions** | **Manipulatives (K)** | **Manipulatives (Grade 1)** |
| **Question 1 first (sorting by shape, colour, size)**  | **Counting collection, pattern blocks, cubes** | **Counting collection, pattern blocks, cubes** |
| **Then 2-4 (Subitizing, matching numerals, ordering)** | **Dot cards and numeral cards** | **Dot cards and numeral cards** |
| **Then 6,7,8,9 (counting, estimating, conservation of #, building #s)** | **10-frame, counters** | **20-frame, Rekenrek, or counting mat, counters** |
| **Item 10 can be done any time (patterning)** | **Counting collection, pattern blocks, cubes** | **Counting collection, pattern blocks, cubes** |
| **Item 11 (equal grouping)** | **Counting mat and counters** | **Counting mat and counters** |
| **Items 5 & 12 (numerals & printing)** | **Pencil, crayon, or marker** | **Calendar BLM, pencil** |

 5. Evidence at this level is based on observation and will be ongoing. Keeping a running record can help with tracking over time. The tracking sheets can be printed and used for this purpose or a teacher may wish to use a class list with a column for each question.

 6. Data entry does not need to be done all at once.

 7. Enter a 1 for any task for which a student has demonstrated proficiency.

 8. There is no need to enter 0 values for items which have not been demonstrated.

 9.  At the beginning of K, most students may not be able to do many of the tasks. The order of the tasks increases in cognitive complexity (which is intentional).

 10. The question prompts are suggestions. Teachers can reword and adapt the questions to suit their students. For example, if a student is not sure what is meant by “sort”, a teacher can use **wording that is more familiar (ex. “Can you make groups?”, “Can you put the same ones**  **together?”, “Which ones match?”, “Which ones are the same?”, “Can you help me put these**  **into groups?”)**