GRADE 1 NUMERACY OBSERVATIONS

Teacher: **Date:**

Student	DRAW Student can draw a picture that shows the value of the number. (Examples: tallies, a shape of their choice ___ times, base ten blocks.) **Y**es, Yes w/**P**rompts and support, **N**o	MORE OR LESS Student can accurately show the the numbers that are one more, two more, one less, and two less than the chosen number. **Y**es, Yes w/**P**rompts and support, **N**o	TEN FRAMES Student can accurately represent the number in the given ten frames. **Y**es, Yes w/**P**rompts and support, **N**o	DECOMPOSE Students can accurately write three equations that equal the number. (Students should be encouraged to challenge themselves throughout the year as new addition and subtraction concepts are introduced. e.g. 10+2=12 might be appropriate in October, but not in May.) **Y**es, Yes w/**P**rompts and support, **N**o	REAL-LIFE Student can give realistic, specific examples that show the value of the number. (It is important that students demonstrate an understanding of value in their example. For instance, "I wear jersey #12" does not show an understanding of the value of 12.) **Y**es, Yes w/**P**rompts and support, **N**o	SKIP-COUNTING Student can begin at the number and count backwards by 1, and begin at the number and count forwards by 1, 2, 5 or 10. **Y**es, Yes w/**P**rompts and support, **N**o	PATH Student can circle the correct or colour in the number of boxes on the number path. The boxes must be connected in one group. Check to see if they are using benchmarks of 5 and 10 to build their number. **Y**es, Yes w/**P**rompts and support, **N**o	NUMBER LINE Student can correctly estimate placement of a number on provided number line, with benchmarks (e.g. To find 12 on a number line with endpoints of 0 and 20, student should include 10 as a midpoint and then place 12) . **Y**es, **A**pproximate (no benchmarks), Yes w/ **P**rompting and support, **N**o	NOTES This area can be used to make notes about a student's general level of understanding, areas to target for small group instruction, confidence level, etc. Some teachers also find it helpful to include proficiency scale letters or numbers within the various columns (eg. Emerging-1, Developing-2, Applying-3, Extending-4)
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	
	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y P N	Y A P N	