



Student name: _____

Class: _____

Date: _____

The assessment tasks

Early Arithmetical Strategies (EAS)

Addition

- (1) Put out a pile of red counters (at least 12 counters).

Get me 8 red counters.

- (2) Put out 8 red counters and 5 black counters in two groups.

How many counters are there altogether?

- (3) $5 + 4$

Here are five counters. (Briefly display, then screen.)

Here are four more counters. (Briefly display, then screen.)

How many counters are there altogether?

- (4) *I have six apples and I get another three apples.*

How many apples do I have altogether?

- (5) $9 + 4$

Here are nine counters. (Briefly display, then screen.)

Here are four counters. (Briefly display, then screen.)

How many counters are there altogether?

Subtraction

- (6) *I have seven bananas and I eat two. How many bananas do I have left?*

- (7) 12 remove 3

I have 12 counters. (Briefly display, then screen.)

I'm taking away 3 counters. (Remove 3 and keep them covered.)

How many are left?

- (8) 11 remove ... = 7

I have 11 counters. (Briefly display, then screen.)

I'm taking away some counters and there are 7 left. (Remove 4 counters and keep them covered.)

How many did I take away?



Specific task guidelines

Task 1

- Place 12 red counters as a group on the workspace.

Task 2

- Tasks 1-2 are designed to elicit at least *perceptual* counting.
- The interviewer need not continue with further tasks if the student is an *emergent* counter.
- Place a group of 5 black counters in a random group on the workspace.
- Do not count them out in front of the student.
- If the student is unable to use 1:1 correspondence to count the task items, it would indicate that the student is an *emergent* counter.

Tasks 3–5

- These tasks involve covered items and are designed to elicit at least *figurative* counting strategies. The interviewer need not continue with these tasks unless the student is at least a *perceptual* counter.
- Task 3 is verbal – no counters are used.
- Do not count the counters in front of the student when presenting them for the tasks.
- Pay close attention to how the student is solving these tasks. A student may:
 - verbalise how a problem was solved
 - nod while mentally counting by ones
 - sub-vocalise when counting, i.e. mouthing or whispering the count
 - use fingers to support his or her counting.
- Observe how the student uses his or her fingers when counting. For example, note if the student builds the numbers on his or her fingers before working out the answer. i.e. creates *perceptual* replacements for the items (*Perceptual*) or if the student uses fingers to keep track of the count as he or she counts (*Figurative* if from one or *Counting-on-and-back* if counting on).
- Observe if the student counts from one (*Figurative*) or counts on from a number (*Counting-on-and-back*).
- Ask the student how he or she got the answer if you are unsure.

Tasks 6–8

- The interviewer need not continue with these tasks unless the student is at least a *perceptual* counter.
- Task 6 is verbal –no counters are used.
- The tasks involving covered items are designed to elicit at least *figurative* counting strategies.
- Do not count the counters in front of the student.
- Do not let the student see the counters that have been removed in these tasks.
- To avoid the student hearing the number of counters being removed, cover the counters with your hand and slide them to remove them from the group.