

Number Sense Screener (NSS) K-1, Research Edition: Record Sheets, Pack of 25

Record Sheet		Number Sense Screener® Record Sheet, K-1																									
Student name _____	Grade _____	Creator _____	Date of testing _____																								
Gender: M F	School _____	Examiner _____																									
<p>Administrator's note: A '+' for correct responses and a '-' for incorrect responses. Underline the student's written responses for incorrect responses. For example, if the student says '2' and the child says '3', write '2' under the student's response. Put the 'Strategy' and 'Notes' columns in the margin next to the strategy the student used. (See NSS user's guide, Chapter 2 for a complete explanation of strategy use.) A 'Notes' section is provided at the end to document any significant between or between-day differences. Correct answers are circled in parentheses.</p>																											
A. COUNTING SKILLS																											
1. Write each number said when child is asked to count the stars. _____	Correct (+) / Incorrect (-) _____																										
2. How many stars were on the paper you just read? _____	Correct (+) / Incorrect (-) _____																										
3. Count to 10. _____ Miss count (optional) _____	Correct (+) / Incorrect (-) _____																										
B. NUMBER IDENTIFICATION (For each item write (+) for correct responses and a '-' for incorrect responses for incorrect responses.) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">What number is this?</td> <td style="width: 25%;">Strategy (Circle the items (C) that include the correct answer.)</td> <td style="width: 25%;">A. _____ (0)</td> <td style="width: 25%;">B. _____ (4)</td> <td style="width: 25%;">C. _____ (8)</td> </tr> <tr> <td>1. _____ (10)</td> <td>(C) count in tens (C) count in ones (C) skip count by 2s (C) skip count by 5s (C) skip count by 10s</td> <td>2. _____ (0)</td> <td>3. _____ (8)</td> <td>4. _____ (0)</td> </tr> <tr> <td>5. _____ (0)</td> <td></td> <td>6. _____ (4)</td> <td>7. _____ (5)</td> <td>8. _____ (10)</td> </tr> </table>				What number is this?	Strategy (Circle the items (C) that include the correct answer.)	A. _____ (0)	B. _____ (4)	C. _____ (8)	1. _____ (10)	(C) count in tens (C) count in ones (C) skip count by 2s (C) skip count by 5s (C) skip count by 10s	2. _____ (0)	3. _____ (8)	4. _____ (0)	5. _____ (0)		6. _____ (4)	7. _____ (5)	8. _____ (10)									
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C. NUMBER COMPARISON (For each item write (+) for correct responses and a '-' for incorrect responses for incorrect responses.) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1. _____ (0) right after 7</td> <td style="width: 25%;">8. _____ (0) 1 less after 7</td> <td style="width: 25%;">2. _____ (0) bigger 5, 4</td> <td style="width: 25%;">9. _____ (0) bigger 7, 9</td> </tr> <tr> <td>10. _____ (0) smaller 8, 9</td> <td>11. _____ (0) smaller 5, 7</td> <td>12. _____ (0) greater than 6, 2</td> <td></td> </tr> </table>				1. _____ (0) right after 7	8. _____ (0) 1 less after 7	2. _____ (0) bigger 5, 4	9. _____ (0) bigger 7, 9	10. _____ (0) smaller 8, 9	11. _____ (0) smaller 5, 7	12. _____ (0) greater than 6, 2																	
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E. NUMBER PROBLEMS (For each item write (+) for correct responses and a '-' for incorrect responses for incorrect responses.) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Problem</th> <th style="width: 25%;">Strategies (Circle all that apply.)</th> <th colspan="2" style="width: 50%;">Notes</th> </tr> </thead> <tbody> <tr> <td>1. _____ (0) 2 + 1</td> <td>(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy</td> <td colspan="2"></td> </tr> <tr> <td>2. _____ (0) 4 + 3</td> <td>(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy</td> <td colspan="2"></td> </tr> <tr> <td>3. _____ (0) 3 + 2</td> <td>(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy</td> <td colspan="2"></td> </tr> <tr> <td>4. _____ (0) 5 - 4</td> <td>(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy</td> <td colspan="2"></td> </tr> <tr> <td>5. _____ (0) 5 - 2</td> <td>(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy</td> <td colspan="2"></td> </tr> </tbody> </table>				Problem	Strategies (Circle all that apply.)	Notes		1. _____ (0) 2 + 1	(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy			2. _____ (0) 4 + 3	(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy			3. _____ (0) 3 + 2	(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy			4. _____ (0) 5 - 4	(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy			5. _____ (0) 5 - 2	(C) written combination (C) drawing (C) number line (C) logic (C) counting without one (C) quick retrieval (C) counting on (C) counting on (C) no observable strategy		
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(continued on back)																											
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(Mr. Norval Reilly V)

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