NZ Numeracy Project

NZ Numeracy Project Progress Monitoring

Stage	Number of Points Possible	Accumulated Points
1	12	12
2	14	26 (stage 1 + stage 2)
3	16	42 (stage 1 + stage 2 + stage 3)
4	24	66 (stage 1 + stage 2 + stage 3 + stage 4)
5	27	93 (stage 1 + stage 2 + stage 3 + stage 4 + stage 5)
6	? (still being developed)	?

Point values for each stage and accumulated points across stages

Setting Goals

By end of kindergarten student should have **42** points (stage 1 + stage 2 + stage 3)

By end of 1st grade student should have **66** points (stage 1 + stage 2 + stage 3 + stage 4)

By end of 2^{nd} grade student should have **93** points (stage 1 + stage 2 + stage 3 + stage 4 + stage 5)

By end of 3rd grade student should have **93** points <u>or more</u> (stage 1 + stage 2 + stage 3 + stage 4 + stage 5 + stage 6)

By end of 4th grade student should have **?** points (stage 1 + stage 2 + stage 3 + stage 4 + stage 5 + stage 6)

By end of 5th grade student should have **?** points <u>or more</u> (stage 1 + stage 2 + stage 3 + stage 4 + stage 5 + stage 6 + stage 7)

Testing Procedures

After giving IKAN/GLOSS, if gaps are noted in **any** of the domains, begin the NZ Numeracy Assessment on the lowest stage or one stage lower. If the student demonstrates mastery on all skills for that stage then move on to the next stage up. Continue in like manner until the student shows non-mastery. Assess to the end of the stage where non-mastery is notated in order to accurately calculate the total score.

To calculate total points, automatically give the student credit for all lower stages and then add the points from the highest scoring stage. For example: If a student is unable to master all of the skills in stage 4 then his total points would be an accumulation from stages 1-3 plus the number correct at stage 4.

Subsequent data point assessments (recommended once every 2 or 3 weeks) would assess **ONLY** the areas on which the student previously showed non-mastery. Once mastery is demonstrated for the entire stage then continue assessing at the next highest stage.

Student Name:	Teacher:	Grade:	Tier:
	N7 Numeracy Assessment - Stage One		

INC INUMERACY ASSESSMENT Juge One

Materials Needed for Assessment: -Appendices A & B- -2 index cards-

-10 counters-

Directions: Begin with Skill Number 1:1 and proceed through 1:9 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project" Activities List." Give the assessment in its entirety (skill # 1.1 - 1.9) in order to obtain a baseline or data point score to progress monitor the student's progress.

# Skill Description Assessment Script Yes Nu 1:1 Rote counting 0-10 (MCC.K.CC.1) BL "Start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 0. Stop at 10." Image: Comparison of the start counting from 1. Stop at 9." Image: Comparison of the stop at 0." Image: Comparison of the stop	≥d?
1:1 BL "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) DP1 "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) DP2 "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) DP3 "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) DP4 "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) Image: Counting 0-10 (MCC.K.CC.1) DP3 "Start counting from 0. Stop at 10." Image: Counting 0-10 (MCC.K.CC.1) Ima	5
1:1 Rote counting 0-10 (MCC.K.CC.1) DP1 "Start counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." DP3 "Start counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." DP4 "Start counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." DP4 "Start counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." Image: Counting from 0. Stop at 10." Saying the forwards and backwards from 10. Stop at 9." Image: Count from 0. Stop at 9." Image: Count from 0. Stop at 0." Image: Count from 0. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at 0."	
1:1 Rore counting 0-10 (MCC.K.CC.1) DP2 "Start counting from 0. Stop at 10." Image: counting from 0. Stop at 10." DP3 "Start counting from 0. Stop at 10." Image: counting from 0. Stop at 10." Image: counting from 0. Stop at 10." DP4 "Start counting from 0. Stop at 10." Image: counting from 0. Stop at 10." Image: counting from 0. Stop at 10." BL "Start counting from 2. Stop at 7." Image: counting from 3. Stop at 8." Image: counting from 3. Stop at 9." DP2 "Start counting from 4. Stop at 9." Image: counting from 3. Stop at 8." Image: counting from 3. Stop at 9." Saying the forwards and backwards number word DP4 "Start counting from 3. Stop at 9." Image: count backwards from 10. Stop at 0." Image: count backwards from 10. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: count backwards from 10. Stop at 0." Image: count backwards from 10. Stop at 0."	
Image: DP3 "Start counting from 0. Stop at 10." Image: DP4 "Start counting from 0. Stop at 10." DP4 "Start counting from 0. Stop at 10." Image: DP3 Start counting from 0. Stop at 10." DP1 "Start counting from 2. Stop at 7." Image: DP1 Image: DP1 Image: DP1 Image: DP1 Image: DP1 Image: DP1 Image: DP2 Image: DP2 Image: DP3	
Image: Image: DP4 "Start counting from 0. Stop at 10." Image: Image	
I:2 BL "Start counting from 2. Stop at 7." Image: Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at	
Image: DP1 "Start counting from 3. Stop at 8." Image: DP1 "Start counting from 3. Stop at 8." DP2 "Start counting from 4. Stop at 9." Image: DP3 "Start counting from 2. Stop at 8." DP3 "Start counting from 3. Stop at 9." Image: DP4 "Start counting from 3. Stop at 9." Saying the forwards and backwards number word DP4 "Start counting from 3. Stop at 9." Image: DP4 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: DP2 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: DP3	
I:2 DP2 "Start counting from 4. Stop at 9." Image: Counting from 2. Stop at 8." DP3 "Start counting from 2. Stop at 8." Image: Counting from 3. Stop at 9." DP4 "Start counting from 3. Stop at 9." Image: Count backwards from 10. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at 0."	
Saying the forwards and backwards number word DP3 "Start counting from 2. Stop at 8." Image: Count backwards from 3. Stop at 9." Image: Count backwards from 10. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at 0."	
Saying the forwards and backwards number word DP4 "Start counting from 3. Stop at 9." 1:2 BL "Count backwards from 10. Stop at 0." 1:2 Sequence in the range DP2 DP2 "Count backwards from 10. Stop at 0." Image: Count backwards from 10. Stop at 0."	
Saying the following sequence in the range BL "Count backwards from 10. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0."	
1:2 beckwards DP1 "Count backwards from 10. Stop at 0." 1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0."	
1:2 sequence in the range DP2 "Count backwards from 10. Stop at 0."	
0-10, starting and DP3 "Count backwards from 10. Stop at 0."	
ending with any DP4 "Count backwards from 10. Stop at 0."	
number (MCC.K.CC.2) BL "Count backwards from 8. Stop at 3."	
DP1 "Count backwards from 9. Stop at 5."	
DP2 "Count backwards from 7. Stop at 2."	
DP3 "Count backwards from 8. Stop at 4."	
DP4 "Count backwards from 9. Stop at 3."	
BL Show student the numeral cards 4 & 9 (Appendix A) one at a time. Ask: "What number is this?"	
DP1 Show student the numeral cards 3 & 8 (Appendix A) one at a time. Ask: "What number is this?"	
1:3 Numeral recognition DP2 Show student the numeral cards 2 & 7 (Appendix A) one at a time. Ask: "What number is this?"	
DP3 Show student the numeral cards 5 & 9 (Appendix A) one at a time. Ask: "What number is this?"	
DP4 Show student the numeral cards 4 & 6 (Appendix A) one at a time. Ask: "What number is this?"	
Number order: What BL Show student the numeral card 4 (Appendix A). Ask: "What number comes before?"; "What number comes after?"	
comes before and DP1 Show student the numeral card 6 (Appendix A). Ask: "What number comes before?"; "What number comes after?"	
1:4 after a given number DP2 Show student the numeral card 7 (Appendix A). Ask: "What number comes before?"; "What number comes after?"	
in the range 0-10 DP3 Show student the numeral card 3 (Appendix A). Ask: "What number comes before?"; "What number comes after?"	
(MCC.K.CC.2) DP4 Show student the numeral card 5 (Appendix A). Ask: "What number comes before?"; "What number comes after?"	

	Student Name:		Grade: Teacher: Grade: Tier:	
		BL	Place number cards (App A) in front of the student out of order. Say: "Please put these cards in number order."	
	Ordering the	DP1	Place number cards (App A) in front of the student out of order. Say: "Please put these cards in number order."	
1:5	numbers in the range	DP2	Place number cards (App A) in front of the student out of order. Say: "Please put these cards in number order."	
	0-10 (MCC.K.CC.7)	DP3	Place number cards (App A) in front of the student out of order. Say: "Please put these cards in number order."	
		DP4	Place number cards (App A) in front of the student out of order. Say: "Please put these cards in number order."	
		BL	Place a collection of 5 counters in front of the student. Say: "Count the counters and tell me how many you have."	
	C 11 1 1 0 10	DP1	Place a collection of 8 counters in front of the student. Say: "Count the counters and tell me how many you have."	
1:6	(MCC K CC 5)	DP2	Place a collection of 6 counters in front of the student. Say: "Count the counters and tell me how many you have."	
	(1100.1.00.0)	DP3	Place a collection of 7 counters in front of the student. Say: "Count the counters and tell me how many you have."	
		DP4	Place a collection of 9 counters in front of the student. Say: "Count the counters and tell me how many you have."	
		BL	Place a collection of 10 counters in front of the student. Say: "Please get me 8 counters."	
		DP1	Place a collection of 10 counters in front of the student. Say: "Please get me 6 counters."	
1:7	Forming sets 0-10	DP2	Place a collection of 10 counters in front of the student. Say: "Please get me 7 counters."	
	(MCC.K.CC.4)	DP3	Place a collection of 10 counters in front of the student. Say: "Please get me 9 counters."	
		DP4	Place a collection of 10 counters in front of the student. Say: "Please get me 5 counters."	
		BL	Place a collection of 3 counters on one index card and place a collection of 6 counters on another index card. Ask: "Which card holds more?"	
		DP1	Place a collection of 5 counters on one index card and place a collection of 2 counters on another index card. Ask: "Which card holds more?"	
		DP2	Place a collection of 4 counters on one index card and place a collection of 3 counters on another index card. Ask: "Which card holds more?"	
		DP3	Place a collection of 2 counters on one index card and place a collection of 5 counters on another index card. Ask: "Which card holds more?"	
1.0	Comparing two sets in	DP4	Place a collection of 7 counters on one index card and place a collection of 2 counters on another index card. Ask: "Which card holds more?"	
1:0	(MCC.K.CC.7)	BL	Place a collection of 2 counters on one index card and place a collection of 5 counters on another index card. Ask: "Which card holds less?"	
		DP1	Place a collection of 7 counters on one index card and place a collection of 3 counters on another index card. Ask: "Which card holds less?"	
		DP2	Place a collection of 8 counters on one index card and place a collection of 2 counters on another index card. Ask: "Which card holds less?"	
		DP3	Place a collection of 3 counters on one index card and place a collection of 4 counters on another index card. Ask: "Which card holds less?"	
		DP4	Place a collection of 4 counters on one index card and place a collection of 5 counters on another index card. Ask: "Which card holds less?"	
1.0	Recognizing patterns	BL	Flash each five frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"	
1:9	to 5 (MCC.K.OA.1)	DP1	Flash each five frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"	

 Student Name:		Teacher:	Grade:	Tier:	
	DP2	Flash each five frame (Appendix B) to the student for 3 seconds, a did you see it?"	then cover. Ask: "How many do you s	ee?"; "How	
	DP3	Flash each five frame (Appendix B) to the student for 3 seconds, a did you see it?"	then cover. Ask: "How many do you s	ee?"; "How	
	DP4	Flash each five frame (Appendix B) to the student for 3 seconds, a did you see it?"	then cover. Ask: "How many do you s	ee?"; "How	

Date:	Date:	Date:	Date:	Date:
BL:/12	DP1:/12	DP2:/12	DP3:/12	DP4:/12

Student Name:

Teacher:

Grade:

Tier:

NZ Numeracy Assessment - Stage Two

Materials Needed for Assessment: - Appendices A, C, D, & E- - 20 counters-

Directions: Begin with Skill Number 2:1 and proceed through 2:11 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project Activities List." Give the assessment in its entirety (skill # 2.1 - 2.11) in order to obtain a baseline or data point score to progress monitor the student's progress.

Skill Chill Decemintion					trated?
#	Skill Description	otion Assessment Script		Yes	No
		BL	"Start counting from 0. Stop at 20."		
2.4	Data counting 0.20	DP1	"Start counting from 0. Stop at 20."		
2:1	(MCCKCC1)	DP2	"Start counting from 0. Stop at 20."		
	(1100.1.00.1)	DP3	"Start counting from 0. Stop at 20."		
		DP4	"Start counting from 0. Stop at 20."		
			"Start counting from 12. Stop at 17."		
		DP1	"Start counting from 13. Stop at 18."		
		DP2	"Start counting from 14. Stop at 19."		
		DP3	"Start counting from 12. Stop at 18."		
	Sovino the forwards	DP4	"Start counting from 13. Stop at 19."		
	and backwards	BL	"Count backwards from 20. Stop at 0."		
2:2	number word	DP1	"Count backwards from 20. Stop at 0."		
	sequence in the range 0-20, starting and ending with any number <i>(MCC.K.CC.2)</i>	DP2	"Count backwards from 20. Stop at 0."		
		DP3	"Count backwards from 20. Stop at 0."		
		DP4	"Count backwards from 20. Stop at 0."		
		BL	"Count backwards from 18. Stop at 13."		
		DP1	"Count backwards from 19. Stop at 15."		
		DP2	"Count backwards from 17. Stop at 12."		
		DP3	"Count backwards from 18. Stop at 14."		
		DP4	"Count backwards from 19. Stop at 13."		
		BL	Show student the numeral cards 12, 19, and 16 (Appendix C) one at a time. Ask: "What number is this?"		
	N	DP1	Show student the numeral cards 10, 15, and 17 (Appendix C) one at a time. Ask: "What number is this?"		
2:3	Numeral recognition	DP2	Show student the numeral cards 16, 11, and 18 (Appendix C) one at a time. Ask: "What number is this?"		
	0-20 (MCC.R.CC.J)	DP3	Show student the numeral cards 13, 20, and 14 (Appendix C) one at a time. Ask: "What number is this?"		
		DP4	Show student the numeral cards 18, 10, and 15 (Appendix C) one at a time. Ask: "What number is this?"		
	Number order: What	BL	Show student the numeral card 14 (Appendix C). Ask: "What number comes before?"; "What number comes after?"		
	comes before and	DP1	Show student the numeral card 16 (Appendix C). Ask: "What number comes before?"; "What number comes after?"		
2:4	after a given number	DP2	Show student the numeral card 17 (Appendix C). Ask: "What number comes before?"; "What number comes after?"		
	in the range 0-20	DP3	Show student the numeral card 13 (Appendix C), Ask: "What number comes before?"; "What number comes after?"		
	(MCC.K.CC.2)	DP4	Show student the numeral card 15 (Appendix C). Ask: "What number comes before?"; "What number comes after?"		

	Student Name:		Grade: Teacher: Grade: Tier:		
		BL	Place number cards (App A & C) in front of the student out of order. Say: "Please put these cards in number order."		
	Ordering the	DP1	Place number cards (App A & C) in front of the student out of order. Say: "Please put these cards in number order."		
2:5	numbers in the range	DP2	Place number cards (App A & C) in front of the student out of order. Say: "Please put these cards in number order."		
	0-20 <i>(MCC.1.NBT.3)</i>	DP3	Place number cards (App A & C) in front of the student out of order. Say: "Please put these cards in number order."		
		DP4	Place number cards (App A & C) in front of the student out of order. Say: "Please put these cards in number order."		
		BL	Place a collection of 15 counters in front of the student. Say: "Count the counters and tell me how many you have."	l	
		DP1	Place a collection of 18 counters in front of the student. Say: "Count the counters and tell me how many you have."		
2:6	Counting sets 0-20	DP2	Place a collection of 16 counters in front of the student. Say: "Count the counters and tell me how many you have."		
	(1100.1.00.0)	DP3	Place a collection of 17 counters in front of the student. Say: "Count the counters and tell me how many you have."		
		DP4	Place a collection of 19 counters in front of the student. Say: "Count the counters and tell me how many you have."		
		BL	Place a collection of 20 counters in front of the student. Say: "Please get me 18 counters."		
	F i i i i i i i i i i	DP1	Place a collection of 20 counters in front of the student. Say: "Please get me 16 counters."		
2:7	Forming sets 0-20	DP2	Place a collection of 20 counters in front of the student. Say: "Please get me 17 counters."		
	(MCC.K.CC.4)	DP3	Place a collection of 20 counters in front of the student. Say: "Please get me 19 counters."		
		DP4	Place a collection of 20 counters in front of the student. Say: "Please get me 15 counters."		
		BL	Show the student two number cards, 11 & 15 (Appendix C). Ask: "Which number is more?"		
		DP1	Show the student two number cards, 13 & 18 (Appendix C). Ask: "Which number is more?"		
		DP2	Show the student two number cards, 17 & 12 (Appendix C). Ask: "Which number is more?"		
	Comparing two	DP3	Show the student two number cards, 10 & 13 (Appendix C). Ask: "Which number is more?"		
2.0	numbers in the range	DP4	Show the student two number cards, 16 & 19 (Appendix C). Ask: "Which number is more?"		
2:0	0-20 using number	BL	Show the student two number cards, 9 & 17 (Appendix A & C). Ask: "Which number is less?"		
	cards (MCC.1.NBT.3)	DP1	Show the student two number cards, 14 & 12 (Appendix C). Ask: "Which number is less?"		
		DP2	Show the student two number cards, 15 & 11 (Appendix C). Ask: "Which number is less?"		
		DP3	Show the student two number cards, 8 & 16 (Appendix A & C). Ask: "Which number is less?"		
		DP4	Show the student two number cards, 11 & 7 (Appendix A & C). Ask: "Which number is less?"		
		BL	Flash each ten frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"		
	The second second	DP1	Flash each ten frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"		
2:9	patterns to 10	DP2	Flash each ten frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"		
	(<i>MCC.K.OA.1</i>)	DP3	Flash each ten frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"		
		DP4	Flash each ten frame (Appendix B) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?"		
	Solving addition	RI	Have the student hold out their hands. Place 6 counters in one hand. Say: "Here are 6 counters." Place 5 counters	- 	
2:10	problems to 20 by		in the other hand. Say: "Here are 5 counters." Ask: "How many counters do you have altogether?"		
	joining sets and	DP1	Have the student hold out their hands. Place 7 counters in one hand. Say: "Here are 7 counters." Place 4 counters		

Student Name:			Teacher:	Grade:	Tier:	
	counting all the		in the other hand. Say: "Here are 4 counters." Ask: "How many counters of	lo you have altogether?'	u –	
	objects (MCC.K.OA.2; MCC.1.OA.6)	DP2	Have the student hold out their hands. Place 5 counters in one hand. Say: in the other hand. Say: "Here are 8 counters." Ask: "How many counters of	"Here are 5 counters." lo you have altogether?'	Place 8 counters	
		DP3	Have the student hold out their hands. Place 9 counters in one hand. Say: in the other hand. Say: "Here are 4 counters." Ask: "How many counters of	"Here are 9 counters." lo you have altogether?'	Place 4 counters	
		DP4	Have the student hold out their hands. Place 8 counters in one hand. Say: in the other hand. Say: "Here are 6 counters." Ask: "How many counters of	"Here are 8 counters." lo you have altogether?'	Place 6 counters	
		BL	<i>Give the student a collection of 20 counters. Show student the problem ca</i> counters and Sarah took 7 away. How many was Anthony left with? Use the	<i>ard (Appendix E).</i> Say: " ne counters to show you	Anthony had 14 Ir thinking."	
	Solving subtraction	DP1	<i>Give the student a collection of 20 counters. Show student the problem ca</i> oranges. She gave 9 to her grandmother. How many oranges does Sarah ha thinking."	ard (Appendix E). Say: " ve left? Use the counte	Sarah had 18 ers to show your	
2:11	problems from 20 separating sets and counting all the	DP2	<i>Give the student a collection of 20 counters. Show student the problem ca</i> 16 dollars for his birthday. He spent 5 dollars. How many dollars does he he thinking."	ard (Appendix E). Say: " ave now? Use the count	Adrian received ers to show your	
	objects (MCC.K.OA.2; MCC.1.OA.1)	DP3	<i>Give the student a collection of 20 counters. Show student the problem ca</i> baseball cards. He gave 6 cards to his brother. How many baseball cards do show your thinking."	ard (Appendix E). Say: " oes he have left? Use t	James has 15 he counters to	
		DP4	Give the student a collection of 20 counters. Show student the problem co 17 eggs. She cooked 8 of the eggs. How many eggs does the cook have left thinking."	ard (Appendix E). Say: " ? Use the counters to s	The cook bought show your	

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/14	DP1:/14	DP2:/14	DP3:/14	DP4:/14	DP5:/14	DP6:/14	DP7:/14
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/14	DP9:/14	DP10:/14	DP11:/14	DP12:/14	DP :/14	DP :/14	DP :/14

BL = Baseline DP = Data Point

Accumulated Stages Data: (stage 1 plus stage 2)

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/26	DP1:/26	DP2:/26	DP3:/26	DP4:/26	DP5:/26	DP6:/26	DP7:/26
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/26	DP9:/26	DP10:/26	DP11:/26	DP12:/26	DP :/26	DP :/26	DP :/26

Student Name:	Teacher:	Grade:	Tier:
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NZ Numeracy Assessment - Stage Three

Materials Needed for Assessment: - Appendices F, G, H, I, J, & K- -48 counters- -2 index cards-

Directions: Begin with Skill Number 3:1 and proceed through 3:12 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project Activities List." Give the assessment in its entirety (skill # 3.1 - 3.12) in order to obtain a baseline or data point score to progress monitor the student's progress.

Skill			conservent Script	Demonstrated?	
#	Skill Description	Asses	isment Script		No
		BL	"Start counting from 0. Stop at 50."		
	Data counting 0 50	DP1	"Start counting from 0. Stop at 50."		
3:1	(MCCKCC)	DP2	"Start counting from 0. Stop at 50."		
	(1100.1.00.1)	DP3	"Start counting from 0. Stop at 50."		
		DP4	"Start counting from 0. Stop at 50."		
		BL	"Start counting from 22. Stop at 47."		
		DP1	"Start counting from 31. Stop at 49."		
		DP2	"Start counting from 19. Stop at 34."		
		DP3	"Start counting from 26. Stop at 38."		
	Savina the forwards	DP4	"Start counting from 13. Stop at 24."		
	and backwards	BL	"Count backwards from 50. Stop at 0."		
	number word	DP1	"Count backwards from 50. Stop at 0."		
3:2	sequence in the range 0-50, starting and ending with any number (<i>MCC.K.CC.2</i>)	DP2	"Count backwards from 50. Stop at 0."		
		DP3	"Count backwards from 50. Stop at 0."		
		DP4	"Count backwards from 50. Stop at 0."		
		BL	"Count backwards from 38. Stop at 23."		
		DP1	"Count backwards from 34. Stop at 19."		
		DP2	"Count backwards from 48. Stop at 31."		
		DP3	"Count backwards from 26. Stop at 14."		
		DP4	"Count backwards from 41. Stop at 29."		
		BL	Show student the numeral cards 22, 39, and 46 (Appendix F) one at a time. Ask: "What number is this?"		
	Numeral receptition	DP1	Show student the numeral cards 31, 43, and 49 (Appendix F) one at a time. Ask: "What number is this?"		
3:3	Numeral recognition $0-50$ (MCC 1 NBT 1)	DP2	Show student the numeral cards 18, 24 and 41 (Appendix F) one at a time. Ask: "What number is this?"		
	0 00 (MCC.1./VD 1.1)	DP3	Show student the numeral cards 14, 35, and 42 (Appendix F) one at a time. Ask: "What number is this?"		
		DP4	Show student the numeral cards 29, 32, and 44 (Appendix F) one at a time. Ask: "What number is this?"		
	Number order: What	BL	Show student the numeral card 28 (Appendix F). Ask:"What number comes before?"; "What number comes after?"		
	comes before and	DP1	Show student the numeral card 43 (Appendix F. Ask: "What number comes before?"; "What number comes after?"		
3:4	after a given number	DP2	Show student the numeral card 32 (Appendix F. Ask: "What number comes before?"; "What number comes after?"		
	in the range 0-50	DP3	Show student the numeral card 19 (Appendix F). Ask: "What number comes before?"; "What number comes after?"		
	(<i>MCC.K.CC.2</i>)	DP4	Show student the numeral card 32 (Appendix F). Ask: "What number comes before?"; "What number comes after?"		

	Student Name:		Grade: Teacher: Grade: Tier:		
		BL	Place number cards (Appndix F) in front of the student out of order. Say: "Please put these cards in number order."		
	Ordering the	DP1	Place number cards (Appndix F) in front of the student out of order. Say: "Please put these cards in number order."		
3:5	numbers in the range	DP2	Place number cards (Appndix F) in front of the student out of order. Say: "Please put these cards in number order."		
	0-50 (<i>MCC.K.CC.2</i>)	DP3	Place number cards (Appndix F) in front of the student out of order. Say: "Please put these cards in number order."		
		DP4	Place number cards (Appndix F) in front of the student out of order. Say: "Please put these cards in number order."		
		BL	Place a collection of 40 counters in front of the student. Say: "Please count how many counters I have in this pile." Wait until the student finishes and gives you the total. If the student did not group the objects, Ask: "How could we group these objects to make it easier to count?"	'	
	Counting up to 50	DP1	Place a collection of 48 counters in front of the student. Say: "Please count how many counters I have in this pile." Wait until the student finishes and gives you the total. If the student did not group the objects, Ask: "How could we group these objects to make it easier to count?"		
3:6	objects by grouping the objects in tens	DP2	Place a collection of 36 counters in front of the student. Say: "Please count how many counters I have in this pile." Wait until the student finishes and gives you the total. If the student did not group the objects, Ask: "How could we group these objects to make it easier to count?"		
	(MCC.1.NB1.2)	DP3	Place a collection of 28 counters in front of the student. Say: "Please count how many counters I have in this pile." Wait until the student finishes and gives you the total. If the student did not group the objects, Ask: "How could we group these objects to make it easier to count?"		
		DP4	Place a collection of 45 counters in front of the student. Say: "Please count how many counters I have in this pile." Wait until the student finishes and gives you the total. If the student did not group the objects, Ask: "How could we group these objects to make it easier to count?"		
		BL	Show the student two number cards, 28 and 37 (Appendix F). Ask: "Which number is more?"		
		DP1	Show the student two number cards, 39 and 26 (Appendix F). Ask: "Which number is more?"		
		DP2	Show the student two number cards, 43 and 39 (Appendix F). Ask: "Which number is more?"		
	Comparing two	DP3	Show the student two number cards, 24 and 42 (Appendix F). Ask: "Which number is more?"		
3.7	numbers in the range	DP4	Show the student two number cards, 32 and 47 (Appendix F). Ask: "Which number is more?"		
5.7	0-50 using number	BL	Show the student two number cards, 44 and 46 (Appendix F). Ask: "Which number is less?"		
	cards (<i>MCC.1.NBT.3</i>)	DP1	Show the student two number cards, 38 and 42 (Appendix F). Ask: "Which number is less?"		
		DP2	Show the student two number cards, 47 and 32 (Appendix F). Ask: "Which number is less?"		
		DP3	Show the student two number cards, 27 and 31 (Appendix F). Ask: "Which number is less?"		
		DP4	Show the student two number cards, 49 and 41 (Appendix F). Ask: "Which number is less?"		
		BL	Flash each ten frame (Appendix G) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?" Listen for the doubles strategy. Repeat this with all three cards.		
	Instantly recognizing	DP1	Flash each ten frame (Appendix G) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?" Listen for the doubles strategy. Repeat this with all three cards.		
3:8	including doubles	DP2	Flash each ten frame (Appendix G) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?" Listen for the doubles strategy. Repeat this with all three cards.		
	(MCC.K.OA.I)	DP3	Flash each ten frame (Appendix G) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How did you see it?" Listen for the doubles strategy. Repeat this with all three cards.		
		DP4	Flash each ten frame (Appendix G) to the student for 3 seconds, then cover. Ask: "How many do you see?"; "How		

	Student Name:		Grade: Teacher: Grade: Tier:	
			did you see it?" Listen for the doubles strategy. Repeat this with all three cards.	
		рі	Show the student the fact cards (Appendix H) one at a time. Say: "Tell me the answer to read the card aloud each time a new card is displayed."	
		DL	2+2 3+1 0+5 4+4 1+4 5+5	
			Note: Observe the student to ensure that counting strategies are not being used.	
		DP1	Show the student the fact cards (Appendix H) one at a time. Say: "Tell me the answer to read the card aloud each time a new card is displayed."	
		0.1	3+2 4+1 0+4 3+3 1+3 5+4	
	Recalling facts within		Note: Observe the student to ensure that counting strategies are not being used.	
3:9	5, and doubles to 10	DP2	Show the student the fact cards (Appendix H) one at a time. Say: "Tell me the answer to read the card aloud each time a new card is displayed."	
0.9	MCCK.OA.5:	0	1+1 5+1 0+3 2+5 3+4 5+2	
	MCC1.OA.6)		Note: Observe the student to ensure that counting strategies are not being used.	
			Show the student the fact cards (Appendix H) one at a time. Say: "Tell me the answer to read the card aloud	
		DP3	each fime a new card is displayed."	
			A+1 5+5 0+5 5+4 5+2 5+5 Note: Observe the student to ensure that counting strategies are not being used	
			Show the student the fact cards (Appendix H) are at a time Say: "Tell me the answer to read the card aloud	
			each time a new card is displayed "	
		DP4	2+2 1+4 2+5 4+4 4+1 1+3	
			Note: Observe the student to ensure that counting strategies are not being used.	
		BL	Show the student the addition problem card 8 + 5 (Appendix I). Place 8 counters under one index card and 5	
			counters under another. Ask: "How many counters are there altogether?"; "How do you know?"	
	Coluino oddition		Show the student the addition problem card 9 + 2 (Appendix I). Place 9 counters under one index card and 2	
	problems to 20 by	DFI	counters under another. Ask: "How many counters are there altogether?"; "How do you know?"	
3.10	counting all the	DP2	Show the student the addition problem card 3 + 5 (Appendix I). Place 3 counters under one index card and 5	
5.10	objects in their head	012	<i>counters under another.</i> Ask: "How many counters are there altogether?"; "How do you know?"	
	(<i>MCC.1.OA.6</i>)	DP3	Show the student the addition problem card 4 + 7 (Appendix I). Place 4 counters under one index card and 7	
			counters under another. Ask: "How many counters are there altogether?"; "How do you know?"	
		DP4	Show the student the addition problem card 2 + 6 (Appendix 1). Place 2 counters under one index card and 6 counters under another. Ask: "How many counters are there altogether?"; "How do you know?"	
		RI	Show the student the problem card (Appendix J) and read it aloud. Say: "You have 19 lollipops, and you eat 7 of	
			them. How many lollipops do you have left?" Ask: "How did you get your answer?"	
	Solving subtraction	DP1	Show the student the problem card (Appendix J) and read it aloud. Say: "You have 17 dollars, and you spend 6	
	problems from 20 by		dollars. How many dollars do you have left?" Ask: "How did you get your answer?"	
3:11	counting all the	DP2	Show the student the problem card (Appendix J) and read it aloud. Say: "You saw 18 kangaroos and then 5 of	
_	objects in their head		them hopped away. How many kangaroos were left?" Ask: "How did you get your answer?"	
	(MCC.1.OA.6)	DP3	Show the student the problem card (Appendix J) and read it aloud. Say: "You have 16 ladybugs but 4 of them fly	
			away. How many ladybugs are left?" Ask: How ald you get your answer?"	
		DP4	to friends. How many cookies do you have left?" Ask: "How did you get your answer?"	

	Student Name:		Teacher:	Grade:		
		BL	Show the student the problem card (Appendix K) and read it aloud. Say: "Ther Dion has 3 packs and Ted has 2 packs, how many pieces of gum do they have alt your answer?"	e are 10 pieces of gui ogether?" Ask: "How	m in a pack. If v did you get	
		DP1	Show the student the problem card (Appendix K) and read it aloud. Say: "Ther If Lindsay has 5 packs and Sherri has 4 packs, how many pieces of candy do the you get your answer?"	e are 10 pieces of can ey have altogether?"	ndy in a pack. Ask: "How did	
	DP2	DP2	Show the student the problem card (Appendix K) and read it aloud. Say: "Ther Lisa has 6 boxes and Jolie has 2 boxes, how many strawberries do they have al- your answer?"	e are 10 strawberries together?" Ask: "Hov	s per box. If v did you get	
		DP3	Show the student the problem card (Appendix K) and read it aloud. Say: "Ther If Kim has 5 cases and Debbie has 2 cases, how many bottles of water do they you get your answer?"	e are 10 bottles of w have altogether?" As	ater per case. sk: "How did	
2.12	Solving addition and subtraction problems with decade numbers	DP4	Show the student the problem card (Appendix K) and read it aloud. Say: "Ther has 3 cages and Teresa has 4 cases, how many canaries do they have altogether answer?"	e are 10 canaries per r?" Ask: "How did you	cage. If Janet J get your	
5.12	their head (MCC.1.NBT.5;	BL	Show the student the problem card (Appendix K) and read it aloud. Say: "The Samantha had 5 packs of gum and gave 4 packs of gum to Jane, how many piece left?" Ask: "How did you get your answer?"	re are 10 pieces of gu s of gum would Sama	ım in a pack. If ntha have	
	MCC.1.ND 1.0)	DP1	Show the student the problem card (Appendix K) and read it aloud. Say: "The If Susan had 7 packs of candy and gave 3 packs of candy to Erin, how many pied left?" Ask: "How did you get your answer?"	re are 10 pieces of ca ces of candy would Su	indy in a pack. Usan have	
		DP2	Show the student the problem card (Appendix K) and read it aloud. Say: "Then had 8 bags of apples and gave 1 bag of apples to Joyce, how many apples would get your answer?"	re are 10 apples per b Cindy have left?" Asl	oag. If Cindy k: "How did you	
		DP3	Show the student the problem card (Appendix K) and read it aloud. Say: "Then had 6 boxes of pies and gave 3 boxes of pies to Ed, how many pies would George your answer?"	re are 10 pies per bo» e have left?" Ask: "H	<. If George low did you get	
		DP4	Show the student the problem card (Appendix K) and read it aloud. Say: "Then Tonya had 3 fish bowls and sold 2 fish bowls to Jack, how many fish would Tony get your answer?"	re are 10 fish in each ya have left?" Ask: "H	fish bowl. If How did you	

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/16	DP1:/16	DP2:/16	DP3:/16	DP4:/16	DP5:/16	DP6:/16	DP7:/16
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/16	DP9:/16	DP10:/16	DP11:/16	DP12:/16	DP :/16	DP :/16	DP :/16

Student Name: ______ Teacher: _____ Grade: ____ Tier: _____

Accumulated Sta	iges Data:	(stage 1 plus	s stage 2 plus	stage 3)
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Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/42	DP1:/42	DP2:/42	DP3:/42	DP4:/42	DP5:/42	DP6:/42	DP7:/42
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/42	DP9:/42	DP10:/42	DP11:/42	DP12:/42	DP :/42	DP :/42	DP :/42

Grade: _____ Tier: ____ Student Name: Teacher:

NZ Numeracy Assessment - Stage Four

Materials Needed for Assessment: -Appendices L, M, N, O, P, Q, R, S--14 counters- -1 index card-

Directions: Begin with Skill Number 4:1 and proceed through 4:17 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project Activities List." Give the assessment in its entirety (skill # 4:1 - 4:17) in order to obtain a baseline or data point score to progress monitor the student's progress.

Skill Skill Description Access			ann ant Carint		trated?
#	Skill Description	Asse	ssment Script	Yes	No
		BL	"Start counting from 0. Stop at 100."		
	Data counting 0 100	DP1	"Start counting from 0. Stop at 100."		
4:1	(MCC K CC 1)	DP2	"Start counting from 0. Stop at 100."		
	(//////.///	DP3	"Start counting from 0. Stop at 100."		
		DP4	"Start counting from 0. Stop at 100."		
		BL	"Start counting from 82. Stop at 97."		
		DP1	"Start counting from 74. Stop at 83."		
		DP2	"Start counting from 69. Stop at 81."		
		DP3	"Start counting from 84. Stop at 92."		
	Saying the forwards	DP4	"Start counting from 68. Stop at 77."		
	and backwards	BL	"Count backwards from 70. Stop at 50."		
	number word	DP1	"Count backwards from 80. Stop at 60."		
4:2	sequence in the range 0-100, starting and ending with any	DP2	"Count backwards from 90. Stop at 70."		
		DP3	"Count backwards from 60. Stop at 40."		
	number	DP4	"Count backwards from 50. Stop at 30."		
	(MCC.K.CC.2)	BL	"Count backwards from 98. Stop at 86."		
		DP1	"Count backwards from 96. Stop at 82."		
		DP2	"Count backwards from 94. Stop at 83."		
		DP3	"Count backwards from 95. Stop at 81."		
		DP4	"Count backwards from 97. Stop at 85."		
		BL	Show student the numeral cards 66, 73, and 95 (Appendix L) one at a time. Ask: "What number is this?"		
	Numeral recognition	DP1	Show student the numeral cards 45, 51, and 99 (Appendix L) one at a time. Ask: "What number is this?"		
4:3	0-100	DP2	Show student the numeral cards 48, 53, and 85 (Appendix L) one at a time. Ask: "What number is this?"		
	(MCC.1.NBT.1)	DP3	Show student the numeral cards 58, 67, and 80 (Appendix L) one at a time. Ask: "What number is this?"		
		DP4	Show student the numeral cards 59, 70, and 94 (Appendix L) one at a time. Ask: "What number is this?"		
	Number order: What	BL	Show student the numeral card 70 (Appendix L). Ask: "What number comes before?"; "What number comes after?"		
	comes before and	DP1	Show student the numeral card 73 (Appendix L). Ask: "What number comes before?"; "What number comes after?"		
4:4	after a given number	DP2	Show student the numeral card 99 (Appendix L). Ask: "What number comes before?"; "What number comes after?"		
	in the range 0-100	DP3	Show student the numeral card 69 (Appendix L). Ask: "What number comes before?"; "What number comes after?"		
	(MCC.K.CC.2)	DP4	Show student the numeral card 85 (Appendix L). Ask: "What number comes before?"; "What number comes after?"		

BL Say: "Order the numbers 100, 73, 95 from least to greatest." <i>Repeat numbers if necessary.</i>	
Ordering the DP1 Say: "Order the numbers 95, 63, 84 from least to greatest." Repeat numbers if necessary.	
4:5 numbers in the range DP2 Say: "Order the numbers 58, 81, 39 from least to greatest." Repeat numbers if necessary.	
(MCC1NRT3) DP3 Say: "Order the numbers 74, 68, 79 from least to greatest." Repeat numbers if necessary.	
DP4 Say: "Order the numbers 99, 93, 97 from least to greatest." Repeat numbers if necessary.	
BL Show the student two number cards, 58 and 69 (Appendix L). Ask: "Which number is more?"	
DP1 Show the student two number cards, 63 and 51 (Appendix L). Ask: "Which number is more?"	
DP2 Show the student two number cards, 70 and 67 (Appendix L). Ask: "Which number is more?"	
Comparing two DP3 Show the student two number cards, 85 and 73 (Appendix L). Ask: "Which number is more?"	
A:6 0-100 using number DP4 Show the student two number cards, 91 and 59 (Appendix L). Ask: "Which number is more?"	
cards BL Show the student two number cards, 95 and 99 (Appendix L). Ask: "Which number is less?"	
(MCC.1.NBT.3) DP1 Show the student two number cards, 70 and 67 (Appendix L). Ask: "Which number is less?"	
DP2 Show the student two number cards, 58 and 59 (Appendix L). Ask: "Which number is less?"	
DP3 Show the student two number cards, 80 and 91 (Appendix L). Ask: "Which number is less?"	
DP4 Show the student two number cards, 63 and 69 (Appendix L). Ask: "Which number is less?"	
BL Say: "Start counting by twos from 22. Stop at 48."	
DP1 Say: "Start counting by twos from 26. Stop at 52."	
DP2 Say: "Start counting by twos from 24. Stop at 36."	
DP3 Say: "Start counting by twos from 34. Stop at 52."	
Service the forwards DP4 Say: "Start counting by twos from 46. Stop at 64."	
and backwards BL Say: "Count backwards by fives from 50. Stop at 0."	
number word DP1 Say: "Count backwards by fives from 45. Stop at 0."	
4:7 sequences in the DP2 Say: "Count backwards by fives from 40. Stop at 0."	
range 0-100 for twos, DP3 Say: "Count backwards by fives from 55. Stop at 0."	
fives, and tens DP4 Say: "Count backwards by fives from 60. Stop at 0."	
(MCC.2.NBT.2) BL Say: "Count backwards by tens from 100. Stop at 20."	
DP1 Say: "Count backwards by tens from 90. Stop at 30."	
DP2 Say: "Count backwards by tens from 80. Stop at 40."	
DP3 Say: "Count backwards by tens from 100. Stop at 60."	
DP4 Say: "Count backwards by tens from 90. Stop at 50."	
Show the student the fact cards (Appendix M) one at a time. Say: "Tell me the answer to read the card aloud	
Recalling the facts up BL each time a new card is displayed." Note: Observe the student to ensure that counting strategies are not being used.	
4:8 to 10, and the teen $5+4$ $7+1$ $0+6$ $3+10$ $10+8$ $2+2$	
tacts Show the student the fact cards (Appendix M) one at a time. Say: "Tell me the answer to read the card aloud (MCC1046)	
(mcc.1.07.0) $(mcc.1.07.0)$ $(mcc$	

	Student Name:		Grade: Teacher: Grade: Tier:	
		DP2	Show the student the fact cards (Appendix M) one at a time. Say: "Tell me the answer to read the card aloudeach time a new card is displayed." Note: Observe the student to ensure that counting strategies are not being used. $7+3$ $6+1$ $0+2$ $5+10$ $10+4$ $4+4$	
		DP3	Show the student the fact cards (Appendix M) one at a time. Say: "Tell me the answer to read the card aloud each time a new card is displayed." Note: Observe the student to ensure that counting strategies are not being used. 5+3 $4+1$ $0+3$ $6+10$ $10+6$ $5+5$	
		DP4	Show the student the fact cards (Appendix M) one at a time. Say: "Tell me the answer to read the card aloud each time a new card is displayed." Note: Observe the student to ensure that counting strategies are not being used. 4+5 $5+1$ $0+4$ $7+10$ $10+5$ $1+1$	
		BL	Say: "I have 70 pennies. How many more do I need to have 100 pennies?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
	Recalling the number	DP1	Say: "I have 20 buttons. How many more do I need to have 100 buttons?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
4:9	of 10s within decades that add to 100	DP2	Say: "I have 30 books. How many more do I need to have 100 books?" Ask: "How did you get your answer?" Repeat the question if necessary.	
	(MCC.1.NBT.4)	DP3	Say: "I have 50 pictures. How many more do I need to have 100 pictures?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
		DP4	Say: "I have 40 pencils. How many more do I need to have 100 pencils?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
	Solving addition	BL	<i>Show the student the addition problem card (Appendix N).</i> Say: "Donald has 14 oranges. He buys 8 more. How many oranges does he have now?" Ask: "How did you get your answer?"	
		DP1	<i>Show the student the addition problem card (Appendix N).</i> Say: "Aiesha found 32 beads. Dante found 11 more. How many beads do they have altogether?" Ask: "How did you get your answer?"	
4:10	counting on in their	DP2	Show the student the addition problem card (Appendix N). Say: "Regina has 17 stickers. She buys 9 more. How many stickers does she have now?" Ask: "How did you get your answer?"	
	(MCC.2.NBT.5)	DP3	<i>Show the student the addition problem card (Appendix N).</i> Say: "Jessica found 43 seashells. Melissa found 12 more. How many seashells do they have altogether?" Ask: "How did you get your answer?"	
		DP4	Show the student the addition problem card (Appendix N). Say: "Stan has 15 baseball cards. He buys 8 more. How many baseball cards does he have now?" Ask: "How did you get your answer?"	
		BL	<i>Show the student the subtraction problem card (Appendix O).</i> Say: "There are 53 people on the bus. 16 people get off. How many people are left on the bus?" Ask: "How did you get your answer?"	
	Solving subtraction	DP1	<i>Show the student the subtraction problem card (Appendix O).</i> Say: "There are 47 pets in the pet store. 14 pets are sold to customers. How many pets are left in the pet store?" Ask: "How did you get your answer?"	
4:11	counting back in their	DP2	Show the student the subtraction problem card (Appendix O). Say: "Hugo saw 38 ducks in the pond. He saw 17 fly away. How many ducks are left in the pond?" Ask: "How did you get your answer?"	
	(MCC.2.NBT.5)	DP3	Show the student the subtraction problem card (Appendix O). Say: "Alex received \$62 for his birthday. He spent \$13 on a toy. How much money does Alex have left?" Ask: "How did you get your answer?"	
		DP4	Show the student the subtraction problem card (Appendix O). Say: "Fred had 58 toy cars. He gave his best friend 12 of his cars. How many toy cars does Fred have left?" Ask: "How did you get your answer?"	
4:12	Solving addition and subtraction problems	BL	Show the student the problem card (Appendix P). Say: "Ali collected 13 marbles. Her grandma gave her 50 more for her birthday. How many marbles does Ali have now?" Ask: "How did you get your answer?"	

	Student Name:		Teacher:	_ Grade:	Tier:	
	using groups of tens (MCC.1.NBT.4,	DP1	Show the student the problem card (Appendix P). Say: "Sam received 17 dol for Christmas. How many dollars does Sam have now?" Ask: "How did you ge	lars. His aunt gave hi t your answer?"	m 60 more dollars	
	MCC.1.NBT.6, MCC.2.NBT.8)	DP2	Show the student the problem card (Appendix P). Say: "Tracy invited 19 frie invited 40 more people to the wedding. How many people were invited to the your answer?"	ends to her wedding. wedding in all?" Ask	Tracy's mother : "How did you get	
		DP3	Show the student the problem card (Appendix P). Say: "The mother bird col collected 30 worms. How many worms did they collect in all?" Ask: "How did	llected 18 worms. The you get your answer?	e father bird ?"	
		DP4	Show the student the problem card (Appendix P). Say: "Ethan read 16 pages How many pages did he read in all on those two days?" Ask: "How did you ge	on Monday and 50 p t your answer?"	ages on Tuesday.	
		BL	Show the student the problem card (Appendix P). Say: "Jim planted 46 flow many flowers did not bloom?" Ask: "How did you get your answer?"	ers. Only 10 of them	n bloomed. How	
		DP1	Show the student the problem card (Appendix P). Say: "Julie counted 32 bir flew away and only 10 were left. How many birds flew away?" Ask: "How did	rds in the tree. Sudd you get your answer?	enly some of them »"	
		DP2	Show the student the problem card (Appendix P). Say: "Jackie had 83 dollar At the end of the day she counted her money and had 30 dollars. How much "How did you get your answer?"	rs in her jacket pocke money did she spend	et in the morning. that day?" Ask:	
		DP3	Show the student the problem card (Appendix P). Say: "Mrs. Jones baked 36 After the meeting there were 20 cookies left. How many cookies were not ea answer?"	6 cookies for her sew aten?" Ask: "How dia	ving club meeting. d you get your	
		DP4	Show the student the problem card (Appendix P). Say: "Donald had 44 trees hit. After the storm, there were 30 trees still standing. How many trees we get your answer?"	s in his back yard bef re knocked down?" A	ore a big storm Isk: "How did you	
		BL	Show the student the problem card (Appendix Q). Say: In each bowl there a bowls. How many apples does he have? Ask: How did you get your answer?" Note: Take note of the strategy that the student used. If the student counted by on problem, no credit is given. If the student uses skip counting, additive strategies, or is given.	are five apples. Edwo nes or needed to use ma knowledge of the multip	ard has three terials to solve the plication fact, credit	
4.12	Solving multiplication problems using skip counting by twos,	DP1	Show the student the problem card (Appendix Q). Say: On each page there How many stickers does she have? Ask: "How did you get your answer?" Note: Take note of the strategy that the student used. If the student counted by on problem, no credit is given. If the student uses skip counting, additive strategies, or is given.	are 6 stickers. Sally nes or needed to use ma knowledge of the multip	has four pages. Iterials to solve the plication fact, credit	
4:13	fives, and tens. (MCC.3.0A.1, MCC.3.0A.3)	DP2	Show the student the problem card (Appendix Q). Say: Each momma cat has cats. How many kittens are there? Ask: "How did you get your answer?" Note: Take note of the strategy that the student used. If the student counted by on problem, no credit is given. If the student uses skip counting, additive strategies, or is given.	s four kittens. There nes or needed to use ma knowledge of the multip	are three momma sterials to solve the plication fact, credit	
		DP3	Show the student the problem card (Appendix Q). Say: On each plate there seven plates. How many slices of pizza are there? Ask: "How did you get you Note: Take note of the strategy that the student used. If the student counted by on problem, no credit is given. If the student uses skip counting, additive strategies, or is given.	are three slices of p or answer?" <i>nes or needed to use ma</i> <i>knowledge of the multip</i>	bizza. There are Interials to solve the Interiation fact, credit	

	Student Name:		Grade: Teacher: Grade: Tier: _	
		DP4	Show the student the problem card (Appendix Q). Say: Mr. Smith ran five miles each day. He ran for eight days. How many miles did he run in all? Ask: "How did you get your answer?" Note: Take note of the strategy that the student used. If the student counted by ones or needed to use materials to solve the problem, no credit is given. If the student uses skip counting, additive strategies, or knowledge of the multiplication fact, credit is given.	
		BL	Show the student the problem card (Appendix R) and provide them with a collection of counters. Say: There are twenty lollipops. If two people are sharing them, how many lollipops would each person get? Ask: How did you get your answer? Note: The student is able to use the counters to solve this problem and still receive credit. Take notice of how they shared the counters, whether by ones, twos, fives, etc.	
	Solving division	DP1	Show the student the problem card (Appendix R) and provide them with a collection of counters. Say: There are 21 flowers. If three people share them, how many flowers would each person get? Ask: How did you get your answer? Note: The student is able to use the counters to solve this problem and still receive credit. Take notice of how they shared the counters, whether by ones, twos, fives, etc.	
4:14	problems by equal sharing in ones, twos, and fives. (<i>MCC.3.OA.2</i> ,	DP2	Show the student the problem card (Appendix R) and provide them with a collection of counters. Say: There are 45 pieces of candy. If 9 people are sharing them, how many pieces of candy will each person get? Ask: How did you get your answer? Note: The student is able to use the counters to solve this problem and still receive credit. Take notice of how they shared the counters, whether by ones, twos, fives, etc.	1
	MCC.3.OA.3)	DP3	Show the student the problem card (Appendix R) and provide them with a collection of counters. Say: There are 32 chairs. If eight tables share them, how many chairs will each table get? Ask: How did you get your answer? Note: The student is able to use the counters to solve this problem and still receive credit. Take notice of how they shared the counters, whether by ones, twos, fives, etc.	
		DP4	Show the student the problem card (Appendix R) and provide them with a collection of counters. Say: There are 18 pencils. If six students share them, how many pencils will each student get? Ask: How did you get your answer? Note: The student is able to use the counters to solve this problem and still receive credit. Take notice of how they shared the counters, whether by ones, twos, fives, etc.	
		BL	<i>Give the student eight counters.</i> Say: I want you to split these counters in half. Give half to you and half to me. Ask: How do you know that you have split them in half?	
		DP1	<i>Give the student ten counters.</i> Say: I want you to split these counters in half. Give half to you and half to me. Ask: How do you know that you have split them in half?	
		DP2	<i>Give the student six counters.</i> Say: I want you to split these counters in half. Give half to you and half to me. Ask: How do you know that you have split them in half?	
	Finding halves and quarters of sets,	DP3	<i>Give the student twelve counters.</i> Say: I want you to split these counters in half. Give half to you and half to me. Ask: How do you know that you have split them in half?	
4:15	regions, and objects by sharing.	DP4	<i>Give the student fourteen counters.</i> Say: I want you to split these counters in half. Give half to you and half to me. Ask: How do you know that you have split them in half?	
	(MCC.3.OA.2, MCC.3.OA.3)	BL	Give the student a 3x5 index card (or piece of paper). Say: You will be sharing this "cake" with three other friends. Ask: If the cake had to be split into fourths, how could you show that? Allow the student to fold, draw, or cut the index card to divide it into fourths.	<i>t</i>
		DP1	Give the student a 3x5 index card (or piece of paper). Say: You will be sharing this "casserole" with three other friends. Ask: If the casserole had to be split into fourths, how could you show that? Allow the student to fold, draw, or cut the index card to divide it into fourths.	
		DP2	Give the student a 3x5 index card (or piece of paper). Say: You will be sharing this "brownie" with three other friends. Ask: If the cake had to be split into fourths, how could you show that? Allow the student to fold, draw, or cu	<i>t</i>

	Student Name:		Teacher:	Grade:		
			the index card to divide it into fourths.			
		DP3	Give the student a 3x5 index card (or piece of paper). Say: You will be she friends. Ask: If the lasagna had to be split into fourths, how could you sh cut the index card to divide it into fourths.	aring this "lasagna" with ow that? <i>Allow the studen</i>	three other <i>t to fold, draw, or</i>	
		DP4	Give the student a 3x5 index card (or piece of paper). Say: You will be she friends. Ask: If the cookie had to be split into fourths, how could you sho cut the index card to divide it into fourths.	aring this "cookie" with t w that? <i>Allow the student</i>	hree other <i>to fold, draw, or</i>	
		BL	Show the student the problem card (Appendix S). Say: If this is one half Ask: How do you know? Note: Allow the student to trace with their finger if s/h want to penalize a student for not using proper terminology because that is not who	of the shape, then what ne names the shape incorrec at is being assessed.	is the shape? <i>tly. We do not</i>	
	Finding simple	DP1	Show the student the problem card (Appendix S). Say: If this is one half Ask: How do you know? Note: Allow the student to trace with their finger if s/h want to penalize a student for not using proper terminology because that is not who	of the shape, then what ne names the shape incorrec at is being assessed.	is the shape? <i>tly. We do not</i>	
4:16	fractions of regions. (MCC.1.G.3, MCC.2.G.3, MCC.3.G.3)	DP2	Show the student the problem card (Appendix S). Say: If this is one half Ask: How do you know? Note: Allow the student to trace with their finger if s/h want to penalize a student for not using proper terminology because that is not who	of the shape, then what he names the shape incorrec at is being assessed.	is the shape? <i>tly. We do not</i>	
		DP3	Show the student the problem card (Appendix S). Say: If this is one half Ask: How do you know? Note: Allow the student to trace with their finger if s/h want to penalize a student for not using proper terminology because that is not who	of the shape, then what he names the shape incorrec at is being assessed.	is the shape? tly. We do not	
		DP4	Show the student the problem card (Appendix S). Say: If this is one half Ask: How do you know? Note: Allow the student to trace with their finger if s/h want to penalize a student for not using proper terminology because that is not who	of the shape, then what he names the shape incorrec at is being assessed.	is the shape? tly. We do not	
		BL	Show the student a collection of four counters. Say: This is one-third of whole set? Ask: How did you get your answer? Note: Allow the student to use if needed. If the student uses the counters to share, credit is still given for the counters.	a set. How many counter the remaining counters to correct solution.	rs are in the solve the problem	
		DP1	Show the student a collection of ten counters. Say: This is one-half of a set? Ask: How did you get your answer? Note: Allow the student to use the reneeded. If the student uses the counters to share, credit is still given for the corrected states and the student uses the counters to share, credit is still given for the corrected states and the student uses the counters to share, credit is still given for the corrected states and the student uses the counters to share, credit is still given for the corrected states and the student uses the counters to share, credit is still given for the corrected states and the student uses the counters to share and the student uses the	set. How many counters emaining counters to solve t rrect solution.	are in the whole <i>he problem if</i>	
4:17	Finding fractions of sets by sharing. <i>(MCC.3.NF.1)</i>	DP2	Show the student a collection of three counters. Say: This is one-fourth whole set? Ask: How did you get your answer? Note: Allow the student to us if needed. If the student uses the counters to share, credit is still given for the c	of a set. How many coun the remaining counters to correct solution.	ters are in the <i>solve the problem</i>	
		DP3	Show the student a collection of two counters. Say: This is one-third of a whole set? Ask: How did you get your answer? Note: Allow the student to use if needed. If the student uses the counters to share, credit is still given for the counters.	a set. How many counters the remaining counters to correct solution.	s are in the solve the problem	
		DP4	Show the student a collection of five counters. Say: This is one-fifth of a whole set? Ask: How did you get your answer? Note: Allow the student to us if needed. If the student uses the counters to share, credit is still given for the c	a set. How many counter: the remaining counters to correct solution.	s are in the <i>solve the problem</i>	

Student Name: ______ Teacher: _____ Grade: ____ Tier: _____ Individual Stage Data:

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/24	DP1:/24	DP2:/24	DP3:/24	DP4:/24	DP5:/24	DP6:/24	DP7:/24
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/24	DP9: /24	DP10:/24	DP11:/24	DP12:/24	DP :/24	DP :/24	DP :/24

BL = Baseline DP = Data Point

Accumulated Stages Data: (stage 1 plus stage 2 plus stage 3 plus stage 4)

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:		
BL:/66	DP1:/66	DP2:/66	DP3:/66	DP4:/66	DP5:/66	DP6:/66	DP7:/66		
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:		
DP8:/66	DP9:/66	DP10:/66	DP11:/66	DP12:/66	DP :/66	DP :/66	DP :/66		

Student Name:

Teacher:

Grade: _____ Tier: ____

NZ Numeracy Assessment - Stage Five

Materials Needed for Assessment: Appendix T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE; 24 counters; index card

Directions: Begin with Skill Number 5:1 and proceed through 5:20 using the materials listed above and the script in the chart below. Indicate in the columns to the right whether or not the student was able to demonstrate the skill. For students not able to demonstrate a specific skill, create an "Intervention Prescription" by selecting activities from the "NZ Numeracy Project Activities List." Give the assessment in its entirety (skill #) in order to obtain a baseline or data point score to progress monitor the student's progress.

Skill	Skill Skill Description			Demons	trated?
#	Skill Description	Asses	ssment Script	Yes	No
		BL	Show student the numeral cards 705, 432, 999 (Appendix T) one at a time. Ask: "What number is this?"		
	Identify numbers in	DP1	Show student the numeral cards 321, 657, 990 (Appendix T) one at a time. Ask: "What number is this?"		
5:1	the range 0-1,000.	DP2	Show student the numeral cards 210, 513, 893 (Appendix T) one at a time. Ask: "What number is this?"		
	(MCC.2.NBT.3)	DP3	Show student the numeral cards 101, 411, 997 (Appendix T) one at a time. Ask: "What number is this?"		
		DP4	Show student the numeral cards 650, 209, 1,000 (Appendix T) one at a time. Ask: "What number is this?"		
		BL	"Start counting from 324. Stop at 341."		
		DP1	"Start counting by hundreds from 500,000. Stop at 501,000."		
	Say the forwards and	DP2	"Start counting by tens from 10,260. Stop at 10,340."		
	, backwards number	DP3	"Start counting by thousands from 1,084. Stop at 5,084."		
	word sequences by	DP4	"Start counting by tens from 968. Stop at 1,068."		
	ones, ten, hundreds,	BL	"Count backwards from 870. Stop at 850."		
	and thousands in the	DP1	"Count backwards by hundreds from 780. Stop at 180."		
5:2	range of 0-1,000,000, including finding	DP2	"Count backwards by tens from 10,590. Stop at 10,470."		
	numbers that are 10.	DP3	"Count backwards by thousands from 430,000. Stop at 420,000."		
	100, and 1,000 more	DP4	"Count backwards tens from 1,950. Stop at 1,830."		
	or less than a given	BL	"What number is 1,000 less than 543,000?"		
	number.	DP1	"What number is 100 more than 801,000?"		
	(MCC.4.NBT2)	DP2	"What number is 10 less than 697?"		
		DP3	"What number is 1,000 more than 42,000?"		
		DP4	"What number is 100 less than 1,000,000?"		
		BL	Say: "Order the numbers 909; 995; 999 from least to greatest." <i>Repeat numbers if necessary.</i>		
	Order the numbers in	DP1	Say: "Order the numbers 443; 708; 441 from least to greatest." <i>Repeat numbers if necessary.</i>		
5:3	the range 0-1,000.	DP2	Say: "Order the numbers 180; 108; 188 from least to greatest." <i>Repeat numbers if necessary.</i>		
	(MCC.2.NBT.4)	DP3	Say: "Order the numbers 600; 133; 295 from least to greatest." <i>Repeat numbers if necessary.</i>		
		DP4	Say: "Order the numbers 319; 267; 114 from least to greatest." <i>Repeat numbers if necessary.</i>		
		BL	"How many hundreds are in all of the number 8,320?"		
	Recall the number of	DP1	"How many tens are in all of the number 465?"		
5:4	100s and 1 000s	DP2	"How many tens are in all of the number 1,693?"		
	(MCC.2.NBT.1)	DP3	"How many hundreds are in all of the number 7,777?"		
		DP4	"How many tens are in all of the number 3,578?"		

	Student Name:		Grade: Teacher: Grade: Tier:	
		BL	Say: "Round 234 to the nearest hundred."	
	Round three digit	DP1	Say: "Round 578 to the nearest ten."	
5:5	whole numbers to the	DP2	Say: "Round 180 to the nearest hundred."	
	(MCC.3 NBT1)	DP3	Say: "Round 999 to the nearest ten."	
	(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	DP4	Say: "Round 910 to the nearest hundred."	
		BL	Say: "I have 700 pennies. How many more do I need to have 1,000 pennies?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
		DP1	Say: "I have 200 buttons. How many more do I need to have 1,000 buttons?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
5:6	5:6 of 100 that add up to	DP2	Say: "I have 300 books. How many more do I need to have 1,000 books?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
	1,000. (MCC.S./VB1.2)	DP3	Say: "I have 500 pictures. How many more do I need to have 1,000 pictures?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
		DP4	Say: "I have 400 pencils. How many more do I need to have 1,000 pencils?" Ask: "How did you get your answer?" <i>Repeat the question if necessary.</i>	
		BL	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (1/2) Note: The correct name for this fraction is "one-half".	
		DP1	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (3/4) Note: If the student says "three-fourths", ask the student for another name. The correct name for this fraction is "three-quarters".	
		DP2	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (2/3) Note: The correct name for this fraction is "two-thirds".	
	Identify the symbols	DP3	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (3/5) Note: The correct name for this fraction is "three-fifths".	
5.7	for halves, quarters, thirds, fifths, and	DP4	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (6/10) Note: The correct name for this fraction is "six-tenths".	
5.7	tenths including fractions greater than 1. <i>(MCC.3.NF.1)</i>	BL	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (5/4) Note: If the student says "five-fourths", ask the student for another name. The correct name for this fraction is "five-quarters".	
		DP1	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (3/2) Note: The correct name for this fraction is "three halves".	
		DP2	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (10/5) Note: The correct name for this fraction is "ten-fifths".	
		DP3	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (11/10) Note: The correct name for this fraction is "eleven-tenths".	
		DP4	Show the student the fraction card (Appendix U) one at a time. Say: "What is the name for this fraction?" (5/3) Note: The correct name for this fraction is "five-thirds".	
	Order fractions with	BL	Say: Put the following fractions in order from least to greatest: 2/4; 3/4; 1/4	
5:8	the same	DP1	Say: Put the following fractions in order from least to greatest: 3/6; 1/6; 4/6	
	denominator.	DP2	Say: Put the following fractions in order from least to greatest: 5/10; 2/10; 8/10	

	Student Name:		Grade: Teacher: Grade: Tier:	
	(MCC.3.NF.3)	DP3	Say: Put the following fractions in order from least to greatest: 4/12; 2/12; 9/12	
		DP4	Say: Put the following fractions in order from least to greatest: 4/16; 11/16; 7/16	
		BL	Say: "Name the number that is 1, 10, and 100 before the number 500."	
		DP1	Say: "Name the number that is 1, 10, and 100 before the number 387."	
	Know the number 1	DP2	Say: "Name the number that is 1, 10, and 100 before the number 652."	
	10, and 100 before	DP3	Say: "Name the number that is 1, 10, and 100 before the number 298."	
E.O	and after a given	DP4	Say: "Name the number that is 1, 10, and 100 before the number 484."	
5:9	number in the range	BL	Say: "Name the number that is 1, 10, and 100 after 500."	
	0-1,000.	DP1	Say: "Name the number that is 1, 10, and 100 after 387."	
	(MCC.2.NBT.8)	DP2	Say: "Name the number that is 1, 10, and 100 after 652."	
		DP3	Say: "Name the number that is 1, 10, and 100 after 298."	
		DP4	Say: "Name the number that is 1, 10, and 100 after 484."	
	Recall addition and subtraction facts within 20. (MCC.2.OA.2)	BL	Place 8 counters under a card then place 6 under another card. Say: "Here are 8 counters and here are 6 counters. How many counters are there altogether?" Note: Take note of the strategy that the student used. If the student counted on or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given. For example, "I knew that 8 + 2 = 10 and 4 more is 14."	
		DP1	Place 9 counters under a card then place 5 under another card. Say: "Here are 9 counters and here are 5 counters. How many counters are there altogether?" Note: Take note of the strategy that the student used. If the student counted on or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given. For example, "I knew that 5 + 5 = 10 and 4 more is 14."	
5:10		DP2	Place 7 counters under a card then place 5 under another card. Say: "Here are 7 counters and here are 5 counters. How many counters are there altogether?" Note: Take note of the strategy that the student used. If the student counted on or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given. For example, "I knew that 7 + 7 = 14 and if I take 2 away, my answer is 12."	
		DP3	Place 6 counters under a card then place 5 under another card. Say: "Here are 6 counters and here are 5 counters. How many counters are there altogether?" Note: Take note of the strategy that the student used. If the student counted on or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given. For example, "I knew that 6 + 6 =12 and if I take 1 away, my answer is 11."	
		DP4	Place 9 counters under a card then place 7 under another card. Say: "Here are 9 counters and here are 7 counters. How many counters are there altogether?" Note: Take note of the strategy that the student used. If the student counted on or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given. For example, "I knew that 7 + 3 = 10 and 6 more is 16."	
		BL	Place 14 counters under a card. Say: "Here are 14 counters. If I take away 8. How many counters are left?" Note: Take note of the strategy that the student used. If the student counted back by ones or needed to use materials to solve the problem, no credit is given. If the student uses a part-whole method then credit is given.	

	Student Name:		Teacher:	Grade:	Tier:
			For example, "14 - 4 = 10 and if you take away 4 more, the answer is 6."		
		DP1	Place 16 counters under a card. Say: "Here are 16 counters. If I take 7 aw Note: Take note of the strategy that the student used. If the student cou materials to solve the problem, no credit is given. If the student uses a par For example, "16 - 6 = 10 and if you take away 1 more, the answer is 9."	ay. How many counters inted back by ones or ne rt-whole method then ci	are left?" eeded to use redit is given.
		DP2	Place 12 counters under a card. Say: "Here are 12 counters. If I take 9 aw Note: Take note of the strategy that the student used. If the student cou materials to solve the problem, no credit is given. If the student uses a par For example, "12 - 10 = 2 and I have to add one to make 3."	ay. How many counters inted back by ones or ne rt-whole method then ci	are left?" eeded to use redit is given.
			Place 18 counters under a card. Say: "Here are 18 counters. If I take 6 aw Note: Take note of the strategy that the student used. If the student cou materials to solve the problem, no credit is given. If the student uses a par For example, "I know that $6 + 2 = 8$ and $8 + 10 = 18$, so $10 + 2 = 12$."	ay. How many counters inted back by ones or ne rt-whole method then ci	are left?" eeded to use redit is given.
		DP4	Place 15 counters under a card. Say: "Here are 15 counters. Take 9 away. How Note: Take note of the strategy that the student used. If the student cours materials to solve the problem, no credit is given. If the student uses a part For example, " $9 + 1 = 10$ and $10 + 5 = 15$, so $5 + 1 = 6$.	low many counters are l inted back by ones or ne rt-whole method then cl	eft?" eeded to use redit is given.
	Recall groupings within 100. <i>(MCC.2.NBT.5)</i>	BL	Ask: "What number can you add to 47 to make 100?"		
		DP1	Ask: "What number can you add to 74 to make 100?"		
5:11		DP2	Ask: "What number can you add to 61 to make 100?"		
		DP3	Ask: "What number can you add to 32 to make 100?"		
		DP4	Ask: "What number can you add to 83 to make 100?"		
		BL	Say: "Use your understanding of doubles to solve this problem." Show the st Ask: "How many dots do you see? How did you figure out your answer?" Tak used and give credit for answers in which doubles were used. If the student counted no credit is given. For example, "I know that 4 + 4 = 8 and 1 more is 9."	tudent the problem card ke note of the strategy th t by ones or counted on to	1 (Appendix V). at the student solve the problem,
	Solve addition and	DP1	Say: "Use your understanding of doubles to solve this problem." Show the st Ask: "How many dots do you see? How did you figure out your answer?" Tak used and give credit for answers in which doubles were used. If the student counted no credit is given. For example, "I know that 9 + 9 = 18 and 1 more is 19."	tudent the problem card te note of the strategy the d by ones or counted on to	f (Appendix V). It the student solve the problem,
5:12	subtraction problems by using doubles. <i>(MCC.1.OA.6)</i>	DP2	Say: "Use your understanding of doubles to solve this problem." Show the standard Ask: "How many dots do you see? How did you figure out your answer?" Take used and give credit for answers in which doubles were used. If the student counted no credit is given. For example, "I know that 6 + 6 = 12 and 1 more is 13."	tudent the problem card te note of the strategy the d by ones or counted on to	1 (Appendix V). It the student solve the problem,
		DP3	Say: "Use your understanding of doubles to solve this problem." Show the standard Ask: "How many dots do you see? How did you figure out your answer?" Take used and give credit for answers in which doubles were used. If the student counted no credit is given. For example, "I know that 7 + 7 = 14 and 1 more is 15."	tudent the problem card the note of the strategy the d by ones or counted on to	1 (Appendix V). It the student solve the problem,
		DP4	Say: "Use your understanding of doubles strategy to solve this problem." Sh (Appendix V). Ask: "How many dots do you see? How did you figure out you the student used and give credit for answers in which doubles were used. If the student	how the student the pro r answer?" Take note of dent counted by ones or co	blem card the strategy that unted on to solve

	Student Name:		Teacher:	Grade:	Tier:	
			the problem, no credit is given. For example, "I know that 3 + 3 = 6 and 1 more is	7."		
		BL	Say: "Use your understanding of doubles to solve this problem." Show the Ask: "How can you get the answer to 13 - 6 = ?" Take note of the strategy answers in which doubles were used. If the student counted back or counted on t example, "I know that 6 + 6 = 12 and 1 more is 13."	e student the problem car that the student used and gi to solve the problem, no credi	rd (Appendix W). ve credit for it is given. For	
		DP1	Say: "Use your understanding of doubles to solve this problem." Show the Ask: "How can you get the answer to 11 - 5 = ?" Take note of the strategy to answers in which doubles were used. If the student counted back or counted on to example, "I know that 5 = 5 = 10 and 1 more is 11.	e student the problem car hat the student used and give to solve the problem, no credu	rd (Appendix W). e credit for it is given. For	
		DP2	Say: "Use your understanding of doubles to solve this problem." Show the Ask: "How can you get the answer to 15 - 7 = ?" Take note of the strategy to answers in which doubles were used. If the student counted back or counted on to example, "I know that 7 + 7 = 14 and 1 more is 15."	e student the problem car that the student used and giv to solve the problem, no credu	rd (Appendix W). e credit for it is given. For	
		DP3	Say: "Use your understanding of doubles to solve this problem." Show the Ask: "How can you get the answer to 17 - 8 = ?" Take note of the strategy to answers in which doubles were used. If the student counted back or counted on to example, "I know that 8 + 8 = 16 and 1 more is 17."	e student the problem car that the student used and giv to solve the problem, no credu	rd (Appendix W). e credit for it is given. For	
		DP4	Say: "Use your understanding of doubles to solve this problem." Show the Ask: "How can you get the answer to 19 - 9 = ?" Take note of the strategy to answers in which doubles were used. If the student counted back or counted on the example, "I know that 9 + 9 = 18 and 1 more is 19."	e student the problem car that the student used and giv to solve the problem, no credu	rd (Appendix W). re credit for it is given. For	
		BL	Show the student the problem card consisting of a string of numbers (A) solve this problem (5 + 2 + 5 - 10 = ?)" Take note of the strategy that the stu compatible numbers are used. If the student did not combine numbers that work they saw them on the card, no credit is given. For example, students could see the	ppendix X). Say: "Explain ident used and give credit for well together and instead we at 5 + 5 = 10, 10 - 10 = 0, and	how you could answers in which ant in the order 10 + 2 = 2.	
		DP1	Show the student the problem card consisting of a string of numbers (A) solve this problem $(9 + 1 + 5 - 6 = ?)$ " Take note of the strategy that the stud compatible numbers are used. If the student did not combine numbers that work they saw them on the card, no credit is given. For example, students could see the	ppendix X). Say: "Explain lent used and give credit for a well together and instead we lat 5 + 1 = 6, 6 - 6 = 0, and 0 +	how you could answers in which ant in the order 9 = 9.	
5:13	Solve addition problems by using compatible numbers. (MCC.2.NBT.7)	DP2	Show the student the problem card consisting of a string of numbers (A) solve this problem (7 + 8 + 2 - 9 = ?)" Take note of the strategy that the stude compatible numbers are used. If the student did not combine numbers that work they saw them on the card, no credit is given. For example, students could see the	ppendix X). Say: "Explain lent used and give credit for well together and instead we pat 7 + 2 = 9, 9 - 9 = 0, 0 + 8 =	how you could answers in which ent in the order = 8.	
		DP3	Show the student the problem card consisting of a string of numbers (A) solve this problem $(2 + 6 + 4 + 3 - 7 = ?)$ " Take note of the strategy that the which compatible numbers are used. If the student did not combine numbers that order they saw them on the card, no credit is given. For example, students could	ppendix X). Say: "Explain student used and give credit t work well together and inst see that 4 + 3 = 7, 7 - 7 = 0,	how you could for answers in ead went in the 2 + 6 = 8, 8 + 0 = 8.	
		DP4	Show the student the problem card consisting of a string of numbers (A) solve this problem $(4 + 6 + 4 + 3 - 7 = ?)$ " Take note of the strategy that the which compatible numbers are used. If the student did not combine numbers that order they saw them on the card, no credit is given. For example, students could 10.	ppendix X). Say: "Explain student used and give credit t work well together and insta see that 4 + 3 = 7, 7 - 7 = 0,	how you could for answers in ead went in the 4 + 6 = 10, 10 + 0 =	
5:14	Solve addition and	BL	Show the student the problem card (Appendix Y). Say: "Use your knowle	dge of place value to solve	e the following	

Student Name:	Teacher:	Grade:	Tier:	
subtraction problems by using place value partitioning. (MCC.2.NBT.7)	problem. There were 28 books on the shelf. Benji added 11 more books. He note of the strategy that the student used and give credit for answers in which plat the numbers down into their place value in the following manner: 28 + 11 = 7 is broke If the student uses a traditional algorithm, no credit is given.	ow many books are on the sh ice value partitioning is used (st en down as 20 + 10 = 30, 8 + 1 =	helf?" Take tudent breaks 9, 30 + 9 = 39).	
DP1	Show the student the problem card (Appendix Y). Say: "Use your knowledge problem. There are 16 girls on the playground. Then 38 boys come out to the on the playground?" Take note of the strategy that the student used and give creative partitioning is used (student breaks the numbers down into their place value in the sas 10 + 30 = 40, 6 + 8 = 14, 40 + 14 = 54). If the student uses a traditional algorithm.	ge of place value to solve th the playground. How many st edit for answers in which place following manner: 16 + 38 = ? is n, no credit is given.	ie following tudents are : <i>value</i> : <i>broken down</i>	
DP2	Show the student the problem card (Appendix Y). Say: "Use your knowledge problem. There are 23 fish in the aquarium. Mr. Caron buys 27 fish to add the aquarium?" Take note of the strategy that the student used and give credit for used (student breaks the numbers down into their place value in the following manner $3 + 7 = 10$, $40 + 10 = 50$). If the student uses a traditional algorithm, no credit is give	ge of place value to solve th I to the aquarium. How many for answers in which place value er: 23 + 27 = 2 is broken down o ven.	ie following / fish are in ? <i>partitioning is</i> as 20 + 20 = 40,	
DP3	Show the student the problem card (Appendix Y). Say: "Use your knowledge problem. Kiersten saw 17 ducks swimming in the lake and 35 ducks flying a Kiersten see in all?" Take note of the strategy that the student used and give crepartitioning is used (student breaks the numbers down into their place value in the sas $10 + 30 = 40$, $7 + 5 = 12$, $40 + 12 = 52$). If the student uses a traditional algorithm.	ge of place value to solve th bove the lake. How many du edit for answers in which place following manner: 17 + 35 = ? is n, no credit is given.	ie following icks did value broken down	
DP4	Show the student the problem card (Appendix Y). Say: "Use your knowledge problem. In the morning 74 cars drove over the bridge. In the afternoon 4 cars drove over the bridge in all that day?" Take note of the strategy that the which place value partitioning is used (student breaks the numbers down into their p 2 is broken down as $70 + 40 = 110$, $4 + 7 = 11$, $110 + 11 = 121$). If the student uses a tr	ge of place value to solve th 47 cars drove over the brid e student used and give credit place value in the following man raditional algorithm, no credit i	e following ge. How many for answers in mer: 74 + 47 = is given.	
BL	Show the student the problem card (Appendix Z). Say: "Use your knowledge problem. Gracie counted 63 chocolate bars. After lunch she noticed that 3 did not melt?" Take note of the strategy that the student used and give credit for used (example: student breaks the numbers down into their place value in the follow $-30 = 33$; $33 - 3 = 30$; $30 - 3 = 27$). If the student uses a traditional algorithm, no constraints of the student uses a strategy that the student uses a strategy that the student uses a strategy that the student uses a strategy the strategy the student uses a strategy the strat	ge of place value to solve th 36 had melted. How many ch or answers in which place value, ving manner: 63 - 36 = ? is brok credit is given.	ne following nocolate bars <i>partitioning is</i> <i>ken down as 63</i>	
DP1	Show the student the problem card (Appendix Z). Say: "Use your knowledge problem. Terence planted 48 flowers in the flower bed. After a week of no does he have left?" Take note of the strategy that the student used and give cree partitioning is used (example: student breaks the numbers down into their place value broken down as $48 - 20 = 28$; $28 - 7 = 21$). If the student uses a traditional algorith	ge of place value to solve th o rain 27 died. How many live edit for answers in which place we in the following manner: 48 om no credit is given.	ie following e flowers <i>value</i> - 27 = 2 is	
DP2	Show the student the problem card (Appendix Z). Say: "Use your knowledge problem. Debbie took 83 cupcakes to the bake sale. She sold 59 cupcakes. left?" Take note of the strategy that the student used and give credit for answers (example: student breaks the numbers down into their place value in the following mass; $33 - 3 = 30$; $30 - 3 = 27$; $27 - 3 = 24$). If the student uses a traditional algorithm	ge of place value to solve th . How many cupcakes did De s in which place value partitioni nanner: 83 - 59 = ? is broken do m no credit is given.	te following Bbie have <i>ing is used</i> own as 83 - 50 =	
DP3	Show the student the problem card (Appendix Z). Say: "Use your knowledge problem. Juli the librarian received 64 books for the library. Students can books were left?" Take note of the strategy that the student used and give cred partitioning is used (example: student breaks the numbers down into their place value broken down as $64 - 20 = 44$; $44 - 4 = 40$; $40 - 5 = 35$). If the student uses a traditional statement of the student uses a traditional statement.	ge of place value to solve th me and checked out 29 book lit for answers in which place va ue in the following manner: 64 ional algorithm no credit is give	ie following ks. How many alue - 29 = 7 is en.	

	Student Name:		Teacher:	Grade:	_ Tier:	
		DP4	Show the student the problem card (Appendix Z). Say: "Use your knowle problem. Richie picked 71 blackberries. He ate 38 of them. How many bla the strategy that the student used and give credit for answers in which place valu the numbers down into their place value in the following manner: 71 - 38 = 2 is bro 35; 35 - 2 = 33). If the student uses a traditional algorithm no credit is given.	dge of place value to solve ackberries does he have lef ue partitioning is used (example ken down as 71 - 30 = 41; 41	the following ft?" Take note of e: student breaks 1 = 40; 40 - 5 =	
		BL	Show the student the problem card (Appendix AA). Say: "Use your know following problem. Yasmine ran 28 miles so far. She wants to run a total many more miles does she need to run?" Take note of the strategy that answers in which compensating with benchmark numbers is used (example she needs to run 53 more miles). If the student uses a traditional algori	ledge of benchmark numbe of 81 miles by the end of t the student used and give e: 28 + 2 = 30, 30 + 50 = 80 ithm no credit is given.	rs to solve the the year. How credit for 9, 80 + 1 = 81 so	
5:15		DP1	Show the student the problem card (Appendix AA). Say: "Use your know following problem. Jacob picked 16 strawberries. He then picked 42 mon pick?" Take note of the strategy that the student used and give credit benchmark numbers is used (example: 16 + 4 = 20, 20 + 38 = 58, so he pic uses a traditional algorithm no credit is given.	ledge of benchmark numbe re. How many strawberries for answers in which compe cked 58 strawberries). If 1	rs to solve the s did Jacob ensating with the student	
	Solve addition and subtraction problems by compensating with benchmark numbers. (MCC.2.NBT.7)	DP2	Show the student the problem card (Appendix AA). Say: "Use your know following problem. Graham's football team scored 17 points in the first h the team scored a total of 34 points. How many points did they earn dur strategy that the student used and give credit for answers in which com, (example: $17 + 3 = 20$, $20 + 10 = 30$, $30 + 4 = 34$, so the team scored 17 po student uses a traditional algorithm no credit is given.	ledge of benchmark numbe half of the game. At the er ring the second half?" Take pensating with benchmark i points during the second half	rs to solve the nd of the game, e note of the numbers is used f). If the	
		DP3	Show the student the problem card (Appendix AA). Say: "Use your know following problem. A copy machine makes 58 copies on Monday and 33 co machine make on both days?" Take note of the strategy that the studen which compensating with benchmark numbers is used (example: 58 + 2 = 0 machine makes 91 copies). If the student uses a traditional algorithm no	ledge of benchmark numbe pies of Tuesday. How many at used and give credit for a 60, 60 + 30 = 90, and 90 + 1 o credit is given.	rs to solve the y copies did the answers in 1 = 91, so the	
		DP4	Show the student the problem card (Appendix AA). Say: "Use your know following problem. Daniel read 69 pages in his book. To finish the book, pages are in Daniel's book?" Take note of the strategy that the student compensating with benchmark numbers is used (example: 69 + 1 = 70, 70 101 pages in Daniel's book). If the student uses a traditional algorithm n	ledge of benchmark numbe he would have to read 41 m used and give credit for an + 30 = 100, and 100 + 1 = 10 o credit is given.	rs to solve the nore. How many <i>aswers in which</i> D1 so there are	
		BL	Show the student the problem card (Appendix AB). Say: The bleachers of had 6 seats. How many seats are there? Credit is given if the student u multiplication fact to solve the problem.	at the soccer field had 3 ro <i>ises repeated addition or ki</i>	ows. Each row nowledge of the	
5:16	Solve multiplication problems by using repeated addition.	DP1	Show the student the problem card (Appendix AB). Say: The strawberry each row, there are 8 strawberries. How many strawberries are in the f repeated addition or knowledge of the multiplication fact to solve the pr	y field has 2 rows of strawl ield? <i>Credit is given if the</i> <i>oblem</i> .	perries. In <i>student uses</i>	
	(MCC.2.OA.4)	DP2	Show the student the problem card (Appendix AB). Say: Ms. Jones' class 7 desks. How many desks are in Ms. Jones' classroom? Credit is given if knowledge of the multiplication fact to solve the problem.	sroom has 4 rows of desks. <i>the student uses repeated</i>	Each row has addition or	
		DP3	Show the student the problem card (Appendix AB). Say: The trees at the 2 trees in each row. How many trees are in the orchard? Credit is given	ne apple orchard are in 5 ro <i>if the student uses repeat</i>	ws. There are ted addition or	

	Student Name:		Teacher:	Grade:	Tier:	
			knowledge of the multiplication fact to solve the problem.			
		DP4	Show the student the problem card (Appendix AB). Say: An ice cube to ice cubes. How many ice cubes are in each tray? Credit is given if the knowledge of the multiplication fact to solve the problem.	tray has 2 rows of ice cubes. E e student uses repeated addition	ach row has 9 on or	
		BL	Show the student the problem card (Appendix AC). Say: Use your kno to solve the problem. Joe has 5 packs of 6 cokes. How many cokes do uses the doubling and halving strategy (example: I can double 5 to mail	owledge of the doubling and hal bes Joe have? <i>Credit is given in</i> <i>ke 10 and half 6 to make 3. 10</i>	ving strategy f the student x 3 = 30).	
		DP1	Show the student the problem card (Appendix AC). Say: Use your known to solve the problem. Michael has 5 packs of t-shirts. Each pack has a have? Credit is given if the student uses the doubling and halving structure and half 4 to make 2. $10 \times 2 = 20$).	owledge of the doubling and ha 4 t-shirts. How many t-shirts c ategy (example: I can double 5	lving strategy does Michael <i>to make 10</i>	
5:17	Solve fives times tables by doubling and halving.	DP2	Show the student the problem card (Appendix AC). Say: Use your kno to solve the problem. Krystal has 5 packs of 8 juice boxes. How many given if the student uses the doubling and halving strategy (example: 2 4. $10 \times 4 = 40$).	owledge of the doubling and hal y juice boxes does Krystal have I can double 5 to make 10 and 1	ving strategy ? Credit is half 8 to make	
	(MCC.3.OA.3)	DP3	Show the student the problem card (Appendix AC). Say: Use your known to solve the problem. Meghan has 5 packs of peanut butter cups. Each peanut butter cups does Meghan have? Credit is given if the student (example: I can double 5 to make 10 and half 2 to make 1. 10 x 1 = 10).	owledge of the doubling and ha h pack has 2 peanut butter cup <i>uses the doubling and halving s</i> !	lving strategy s. How many trategy	
		DP4	Show the student the problem card (Appendix AC). Say: Use your kno to solve the problem. Mollie has 5 bunches of 4 apples. How many app student uses the doubling and halving strategy (example: I can double 20).	owledge of the doubling and hal bles does Mollie have? <i>Credit i</i> . <i>5 to make 10 and half 4 to mai</i>	ving strategy s given if the ke 2. 10 x 2 =	
		BL	Show the student the problem card (Appendix AD). Say: There are 8 placed in the barn. How many cows will be placed in the barn?	cows. One fourth of the cows	need to be	
		DP1	Show the student the problem card (Appendix AD). Say: There are 10 each leaf. How many lady bugs sit on each leaf?) lady bugs. One fifth of the la	ady bugs sit on	
5:18	Find unit fractions of sets. (MCC.3.NF.1)	DP2	Show student the problem card (Appendix AD). Say: Terrance had 20 beans to each friend. How many jellybeans did each friend receive?	0 jellybeans. He gave one tent	h of his jelly	
		DP3	Show the student the problem card (Appendix AD). Say: There were a students were wearing stripes. How many students were wearing strip	12 students in the class. One t pes?	hird of the	
		DP4	Show the student the problem card (Appendix AD). Say: Kayla had 14 How many pens does Kayla have left?	pens. She gave half of her pe	ns to Casey.	
		BL	Show the student the problem card (Appendix AE). Say: Three people of the sub sandwich will each person get to eat?	e are sharing one sub sandwiche	es. How much	
5:19	Find unit fractions of	DP1	Show the student the problem card (Appendix AE). Say: Four people of the sub sandwiches will each person get to eat?	are sharing five sub sandwiches	s. How much	
	regions. <i>(MCC.2.G.3)</i>	DP2	Show the student the problem card (Appendix AE). Say: Two people a the sub sandwich will each person get to eat?	are sharing one sub sandwich. F	low much of	
		DP3	Show the student the problem card (Appendix AE). Say: Two people a of the sub sandwich will each person get to eat?	are sharing three sub sandwich	es. How much	

	Student Name:		Teacher:	Grade:	_ Tier:	
		DP4	<i>Show the student the problem card (Appendix AE).</i> Say: Three people are of the sub sandwich will each person get to eat?	sharing four sub sandwid	ches. How much	
		BL	<i>Provide the student with a collection of 20 counters.</i> Say: You have 20 can many packets can you make? <i>Credit is given even if the students use the c</i>	idies. 4 candies go in a po counters to model fair sha	acket. How <i>aring.</i>	
	Solve division problems by sharing. <i>(MCC.3.OA.2)</i>	DP1	Provide the student with a collection of 14 counters. Say: You have 14 can many packets can you make? Credit is given even if the students use the c	dies. 2 candies go in a pa <i>ounters to model fair sha</i>	acket. How	
5:20		DP2	Provide the student with a collection of 18 counters. Say: You have 18 can many packets can you make? Credit is given even if the students use the c	dies. 6 candies go in a pa <i>ounters to model fair sha</i>	acket. How	
		DP3	Provide the student with a collection of 24 counters. Say: You have 24 can many packets can you make? Credit is given even if the students use the c	idies. 3 candies go in a po counters to model fair sha	acket. How aring.	
		DP4	Provide the student with a collection of 15 counters. Say: You have 15 can many packets can you make? Credit is given even if the students use the c	dies. 3 candies go in a pa counters to model fair sha	aring.	

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/27	DP1:/27	DP2:/27	DP3:/27	DP4:/27	DP5:/27	DP6:/27	DP7:/27
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/27	DP9:/27	DP10:/27	DP11:/27	DP12:/27	DP :/27	DP :/27	DP :/27

BL = Baseline DP = Data Point

Accumulated Stages Data: (stage 1 plus stage 2 plus stage 3 plus stage 4 plus stage 5)

Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
BL:/93	DP1:/93	DP2:/93	DP3:/93	DP4:/93	DP5:/93	DP6:/93	DP7:/93
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
DP8:/93	DP9:/93	DP10:/93	DP11:/93	DP12:/93	DP :/93	DP :/93	DP :/93

NZ Numeracy Project

Activities and Stages

Activity Name	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
	Ā					
Adding and Subtracting with Counters		Х	X	Х		
Adding and Subtracting with One Hand	Х	Х	X			
Adding in Parts					Х	
Adding Tens				Х		
Adding Tens and Ones				Х		
Addition Dice				Х		
Addition Flash Cards				Х		
A Little Bit More – A Little Bit Less						Х
Animal Arrays					Х	
Animals					X	
Array Games				Х		
Arrow Cards		Х	Х	Х		
	В					
Balancing Act						Х
Bead Bridges						
Bead Strings	X?	X?	Х	Х		
Веер				Х		
Before and After	Х	Х				
Birthday Cakes	Х	Х	Х			
Biscuit Boxes				Х		
Blank Grids				Х		
Blast Off in 5	Х					
Both Hands		Х	Х			
Bowl a Fact			Х		X	Х
Bridges Game				Х	X	Х
Building Teens				Х		
	С					
Can You Guess?					Х	
Card Ordering	Х	Х	Х	Х		
Caterpillar Legs	Х	Х	Х			
Chains		Х				
Challenging Hands Problems		Х				
Change Unknown				Х		
Clapping	Х	Х	Х	Х		
Close to 100				Х		
Close to 1000					Х	
Close to One						Х
Comparing Small Collections	Х					
Comparisons					Х	
Comparisons with Counters	X					
Comparisons with Fingers	X					
Comparisons with Number Cards		Х	Х	X		

Compatible Numbers					Х	
Compatible Numbers to Ten		Х	Х			
Counters in a Row			Х			
Counting	Х	Х	Х	Х		
Counting As We Go	Х	Х	Х	Х		
Counting Back				Х		
Creating Fractions					Х	
Crossing the Five Barrier			Х			
¥	D					
Dice Groups						
DinosaurStomp		Х			Х	
Dividing Fractions						
Domino Addition						
Double Trouble						
	E					
Establishing a Collection of Specified Numerosity						
Establishing a Numerosity of a Collection						
Establishing a Numerosity of Two Collections						
	F					
Fabulous Five	Х					
Fabulous Fives		Х				
Facts to 10	Х					
Fair Shares						
Feed the Elephants	Х	Х				
Finger Patterns to 5	Х					
Finger Patterns to 10		Х				
Five Sweets Per Packet						
Flower Petals	Х	Х				
Fly Flip						
Fraction Animals				Х	Х	
Fraction Circles						
Fraction Pieces						
Fractional Blocks						
Fractions in a Whole						
Frog Jumps						
	G					
Give Me Five	Х					
Goesintas					Х	Х
	Н		•	•	•	
Hot Stuff!					Х	
How Many	Х	Х				
How Many Claps in All?	Х	Х				
How Many Cubes	Х	Х				
How Many Now						
How Many Taps	Х	Х				
How Many Tens and Hundred						
Hundreds Boards and Thousands Books						

Hungry Birds						
	I					
Imaging Manu Hands			X	X		
Imaging with Tens Frames						
Increase and Decrease in the Range 1–6						
	J	I			<u> </u>	
Jumping the Number Line					X	
	K				**	
Knocks and Taps			X	X		
	Ĭ.		**	**		
Lilu Pads	X	X	X	X		
Loopu	21	21	21	21		X
Loud and Soft	x	x	x			
Lucky Dip	X	X	X	x		
	M	21	21	11	l	
Makiné Ton	1.1			x		
Making Tons			x	21		
Match It Ip	x	x	Λ			
Miring the methods Montal Freezeward for the Day	Λ	Λ				Y
Mare Comparisons						Λ
More Cooboard Erections						
More Orec and Tone			v	v		
Multiplication of Out			Λ	Λ		
Multiplication of Out						
Multiplication Smorgasbord						
Multiplication Stories	N					
N I B ccl	11			v		
Number Doggle	v	v	v			
Number lans	Λ	Λ	Λ		v	
Number I langman	v	v	v		Λ	
Number Line Flips	Λ V	Λ v	Λ	Λ		
Number Mat	Λ	Λ		v		
Number Strips				Λ V		
Number liles				λ		
	0	[v	
On and Off the Irain					X	
On the Mat						
Ones and Iens						
Ordering Numerals						
	P					
Pass it On						
l'atterns to IU				37		
l'eek-a-Boo Adding				X		
l'eople's Ages	**		**			
Pipe Cleaner Numbers	X	Х	X	Х		
Pirate Crews						
Place Value Houses						
Playdough Fractions				X	X	

Plaudough Fractions – Feeding Animals				Х	Х	
Playdough Fractions – Same but Different				Х	Х	
Problems Like 23 + ? = 71						
	Q					
	R					
Rekenrek Patterns to Five	X					
Rekenrek Patterns to Ten		Х	Х			
Rekenrek Reinforcing Five Grouping			Х			
Rekenrek Reinforcing Ten Grouping			Х			
Reversing Addition						Х
Rocket – Where Will I Fit?	Х	Х	Х	Х	Х	Х
	S					
Saving Hundreds					Х	
Smiley Hundred						
Squeeze – Guess My Number						
Subtracting Tens						
Subtracting Tens and Ones						
Subtraction in Parts						
	Т					
Teddy Bear Walk - Addition				Х		
Teddy Bear Walk – Addition & Subtraction				Х		
Teen and Ty Numbers				Х		
Teen Numbers				Х		
Teens and Fingers		Х	Х	Х		
Tens Frames	Х	Х	Х	Х		
Tens Frame Flashes – Empty Spaces	Х	Х				
Tens Frame Flashes – Black Dots						
Tens Frame Game	Х	Х				
Tens Frames Teen Numbers				Х		
Tens in Tens			Х	Х		
Ten Sweets Per Pack						
The Bear Picnic						
The Bigger Number First						
The Missing Tens and Ones						
The Number Strip						
The Thousands Book						
Three or More at a Time						
Three's Company						
Tick Tock	Х	Х	Х	Х		
Toy Box	Х	Х				
Turtles 5 and						
Twos, Fives and Tens						
	U					
Up or Down						
Up Over Ten						
UntoTen						

Using Calculators						
Using Fives						
Using One Hand						
	V					
	W					
Wafers				Х		
Walk the Bridge	Х	Х	Х			
What's Hidden			Х	Х	Х	Х
When Subtraction Becomes Addition						
Where Do I Go?	Х	Х				
Who is the Richest?	Х	Х	Х	Х	Х	Х
	Х					
	Y					
You Don't Need the Number						
	Z					
Zap				X	Х	

NZ Numeracy Project Document Sheet

RTI Tier Level:

Student N	Student Name:		Grade: Tead	cher:
Date	Stage	Activity Name	Delivery Method	Length of Session
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			whole Group	More Than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Whole Crown	SU MIN.
1	1		whole Group	more man 30 mm.

NZ Numeracy Project Docum	entation <i>(con't)</i>	Student Name:	RT	I Tier Level:
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small aroup of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min
			Small aroun of 2 on 3	20 min
			Small group of 4 or 5	25 min
			Group of 6 on mono	20 min
			Whole Group	More than 30 min
				15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small aroup of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min
			Small group of 2 or 3	20 min
			Small group of 4 or 5	25 min
			Group of 6 or more	30 min
			Whole Group	More than 30 min
			1_on_1	15 min
			Small aroun of 2 on 3	20 min
			Small group of 4 on 5	20 min. 25 min
			Group of 4 or 5	20 min.
			Whole Group	SU Min.
			whole Group	more man 30 mm.

NZ Numeracy Project Documentation (con't) Student Name:	RT	T Tier Level:
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
	5 1	More than 30 min.
		15 min.
	1-on-1	20 min.
	Small aroup of 2 or 3	25 min
	Small group of 4 or 5	30 min
		More than 30 min
		15 min
	1 on 1	10 min. 20 min
	Final ansum of 2 on 2	20 min. 25 min
	Small group of 2 or 5	25 mm.
	Small group of 4 or 5	
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
	5 1 4	More than 30 min.
		15 min
	1-on-1	20 min
	Small group of 2 or 3	25 min
	Small group of 4 or 5	30 min
		More than 30 min
		15 min
	$1_{-0}n_{-1}$	20 min
	Email ansum of 2 on 2	25 min
	Small group of 2 or 5	20 min
	Sman group of 4 or 5	So min.
	1 1	
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min.

NZ Numeracy Project Document Sheet

RTI Tier Level: 2

Student Name: <u>Henny Penny</u> Gr		Grade: <u>2nd</u>	Teacher: <u>Mrs. Crab</u>	<u>apple</u>	
Date	Stage	Activity Name		Delivery Method	Length of Session
				1-on-1	15 min.
				Small group of 2 or 3	20 min.
8-15-13	2	Arrow Cards		Small group of 4 or 5	<mark>25 min.</mark>
				Group of 6 or more	30 min.
				Whole Group	More than 30 min.
				<mark>1-on-1</mark>	<mark>15 min.</mark>
				Small group of 2 or 3	20 min.
8-16-13	2	Arrow Cards		Small group of 4 or 5	25 min.
				Group of 6 or more	30 min.
				Whole Group	More than 30 min
				1-on-1	15 min.
		Arrow Cards		Small group of 2 or 3	20 min.
8-19-13	2	City Dade		Small group of 4 or 5	25 min.
		Luy Paas		Group of 6 or more	30 min.
				Whole Group	More than 30 min. <u>45 mín</u>
				1-on-1	15 min.
				Small group of 2 or 3	<mark>20 min.</mark>
8-23-13	2	Líly Pads		Small group of 4 or 5	25 min.
				Group of 6 or more	30 min.
				Whole Group	More than 30 min
				1-on-1	15 min.
				Small group of 2 or 3	<mark>20 min.</mark>
8-24-13	2	Number Fans		Small group of 4 or 5	25 min.
				Group of 6 or more	30 min.
				Whole Group	More than 30 min
				1-on-1	15 min.
				Small group of 2 or 3	20 min.
8-26-13	2	Number Jans		Small group of 4 or 5	25 min.
				Group of 6 or more	30 min.
				Whole Group	More than 30 min
				1-on-1	15 min.
		Anna Can fa		Small group of 2 or 3	20 min.
9-2-13	2	Arrow Caras		Small group of 4 or 5	25 min.
				Group of 6 or more	30 min.
					More than 30 min.
				I-ON-I Small answer of 2 on 2	15 min.
0 2 12	2	Clampina		Small group of 2 or 5	20 min. 25 min
9-3-13	2	Cupping		Group of 6 on mono	20 min.
				Whole Group	More than 30 min
				1_on_1	15 min
				Small aroup of 2 on 3	20 min
0-4-12	2	Clannína		Small group of 4 or 5	25 min
9413	2	Cupping		Group of 6 or more	30 min
				Whole Group	More than 30 min
				1-on-1	15 min
				Small aroun of 2 or 3	20 min
9-9-13	2	Walk the Bridge		Small aroup of 4 or 5	25 min
5515	-			Group of 6 or more	30 min
				Whole Group	More than 30 min.

NZ Numeracy	y Project Do	cumentation <i>(con't)</i> Student Name:	RT.	I Tier Level:
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
9-11-13	2	Countína as We Go	Small group of 4 or 5	25 min.
55			Group of 6 or more	<mark>30 min.</mark>
			Whole Group	More than 30 min
			1_on_1	15 min
			Email anoun of 2 on 2	10 min.
0.15.10	2	Tick Tock	Small group of 2 or 5	20 min.
9-15-13	3	Arrow Cards (stage 3)	Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
9-16-13	3	Number Líne Flíps	Small group of 4 or 5	25 min.
00	2	5 5	Group of 6 or more	<mark>30 min.</mark>
			Whole Group	More than 30 min
			1-on-1	15 min
			Small aroun of 2 or 3	20 min
				20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min
			Small aroun of 2 or 3	20 min
			Small group of 2 or 5	25 min
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min.
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small aroun of 4 or 5	25 min
			Group of 6 or more	30 min
			Whole Group	More than 30 min
				15 min
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
			1-on-1	15 min.
			Small group of 2 or 3	20 min.
			Small group of 4 or 5	25 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min
	1		1_on_1	15 min
			Small anoun of 2 on 2	20 min
			Small oncur of 4 or 5	20 min. 25 min
			Small group of 4 or 5	20 min.
			Group of 6 or more	30 min.
			Whole Group	More than 30 min

NZ Numeracy Project Documentation (con't) Student Name: _	RI	I Tier Level:
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
	5 1 1	More than 30 min.
		15 min
	1-on-1	20 min
	Small aroun of 2 or 3	25 min
	Small group of 2 or 5	20 min
	Small group of 4 or 5	SU min.
		More Than 30 min.
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min.
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min
		More than 30 min
		15 min
	1-on-1	20 min
	Small aroun of 2 or 3	25 min
	Small group of 4 or 5	20 min
		More than 30 min
		15 min
	1 on 1	15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min.
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min
		15 min.
	1-on-1	20 min.
	Small group of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min.
		15 min.
	1-on-1	20 min.
	Small aroup of 2 or 3	25 min.
	Small group of 4 or 5	30 min.
		More than 30 min

NZ Numeracy Project Skill Descriptions Aligned to CCGPS

	Skill Descriptions	Aligned to CCGPS
1:1	Rote counting 0-10	MCC.K.CC.1
1:2	Saying the forwards and backwards number word sequence in the range 0-10, starting and ending with any number	MCC.K.CC.2
1:3	Numeral recognition 0-10	MCC.K.CC.3
1:4	Number order: What comes before and after a given number in the range 0-10	MCC.K.CC.2
1:5	Ordering the numbers in the range 0-10	MCC.K.CC.7
1:6	Counting sets 0-10	MCC.K.CC.5
1:7	Forming sets 0-10	MCC.K.CC.4
1:8	Comparing two sets in the range 0-10	MCC.K.CC.7
1:9	Recognizing patterns to 5	MCC.K.OA.1
2:1	Rote counting 0-20	MCC.K.CC.1
2:2	Saying the forwards and backwards number word sequence in the range 0-20, starting and ending with any number	MCC.K.CC.2
2:3	Numeral recognition 0-20	MCC.K.CC.3
2:4	Number order: What comes before and after a given number in the range 0-20	MCC.K.CC.2
2:5	Ordering the numbers in the range 0-20	MCC.1.NBT.3
2:6	Counting sets 0-20	MCC.K.CC.5
2:7	Forming sets 0-20	MCC.K.CC.4
2:8	Comparing two numbers in the range 0-20 using number cards	MCC.1.NBT.3
2:9	Instantly recognizing patterns to 10	MCC.K.OA.1
2,10	Solving addition problems to 20 by joining sets and counting all the	MCC.K.OA.2
2:10	objects	MCC.1.OA.6
2.11	Solving subtraction problems from 20 separating sets and counting all the	MCC.K.OA.2
2.11	objects	MCC.1.OA.1
3:1	Rote counting 0-50	MCC.K.CC.1
3:2	Saying the forwards and backwards number word sequence in the range 0-50, starting and ending with any number	МСС.К.СС.З
3:3	Numeral recognition 0-50	MCC.1.NBT.1
3:4	Number order: What comes before and after a given number in the range 0-50	MCC.K.CC.2
3:5	Ordering the numbers in the range 0-50	MCC.K.CC.2
3:6	Counting up to 50 objects by grouping the objects in tens	MCC.1.NBT.2
3:7	Comparing two numbers in the range 0-50 using number cards	MCC.1.NBT.3
3:8	Instantly recognizing patterns to 10, including doubles	MCC.K.OA.1
2.0	Recalling facts within 5, and doubles to 10	MCC.K.OA.5
3:9		MCC.1.OA.6
3:10	Solving addition problems to 20 by counting all the objects in their head	MCC.1.OA.6
3:11	Solving subtraction problems from 20 by counting all the objects in their head	MCC.1.OA.6
2.12	Solving addition and subtraction problems with decade numbers by	MCC.1.NBT.5
3.12	counting tens in their head	MCC.1.NBT.6

4:1	Rote counting 0-100	MCC.K.CC.1
4.2	Saying the forwards and backwards number word sequence in the range	MCCKCC2
4:2	0-100, starting and ending with any number	MCC.K.CC.Z
4:3	Numeral recognition 0-100	MCC.1.NBT.1
4:4	Number order: What comes before and after a given number in the range 0-100	MCC.K.CC.2
4:5	Ordering the numbers in the range 0-100	MCC.1.NBT.3
4:6	Comparing two numbers in the range 0-100 using number cards	MCC.1.NBT.3
4:7	Saying the forwards and backwards number word sequences in the range 0-100 for twos, fives, and tens	MCC.2.NBT.2
4.8	Recalling the facts up to 10, and the teen facts	MCC.1.OA.6
4:9	Recalling the number of 10s within decades that add to 100	MCC.1.NBT.4
4:10	Solving addition problems to 100 by counting on in their head	MCC.2.NBT.5
4:11	Solving subtraction problems to 100 by counting back in their head	MCC.2.NBT.5
4:12	Solving addition and subtraction problems using groups of tens	<i>MCC.1.NBT.4</i> <i>MCC.1.NBT.6</i> <i>MCC.2.NBT.8</i>
4.13	Solving multiplication problems using skip counting by twos, fives, and tens	MCC.3.0A.1 MCC 3 0A 3
4:14	Solve division problems by equal sharing in ones, twos, and fives	MCC.3.OA.2 MCC.3.OA.3
4:15	Finding halves and quarters of sets, regions, and objects by sharing	MCC.3.OA.2 MCC.3.OA.3
4:16	Finding simple fractions of regions	MCC.1.G.3 MCC.2.G.3 MCC.3.G.3
4:17	Finding fractions of sets by sharing	MCC.3.NF.1
5:1	Identify numbers in the range 0-1,000	MCC.2.NBT.3
5:2	Say the forwards and backwards number word sequences by ones, ten, hundreds, and thousands in the range of 0-1,000,000, including finding numbers that are 10, 100, and 1,000 more or less than a given number	MCC.4.NBT2
5:3	Order the numbers in the range 0-1,000	MCC.2.NBT.4
5:4	Recall the number of tens and hundreds in 100s and 1,000s	MCC.2.NBT.1
5:5	Round three digit whole numbers to the nearest 10 or 100	MCC.3.NBT.1
5:6	Recall the multiples of 100 that add up to 1,000	MCC.3.NBT.2
5:7	Identify the symbols for halves, quarters, thirds, fifths, and tenths including fractions greater than 1	MCC.3.NF.1
5.8	Order fractions with the same denominator	MCC.3.NF.3
5:9	Know the number 1, 10, and 100 before and after a given number in the range 0-1,000	MCC.2.NBT.8
5:10	Recall addition and subtraction facts to 20	MCC.2.OA.2
5:11	Recall groupings within 100	MCC.2.NBT.5
5:12	Solve addition and subtraction problems by using doubles	MCC.2.NBT.7
5.13		MCCONDT7
	Solve addition problems by using compatible numbers	MCC.2.NBT.7
5:14	Solve addition problems by using compatible numbers Solve addition and subtraction problems by using place value partitioning	MCC.2.NBT.7 MCC.2.NBT.7

	numbers	
5:16	Solve multiplication problems by using repeated addition	MCC.2.OA.4
5:17	Solve five times tables by doubling and halving	MCC.3.OA.3
5:18	Find unit fractions of sets	MCC.3.NF.1
5:19	Find unit fractions of regions	MCC.2.G.3
5:20	Solve division problems by sharing	MCC.3.0A.2