



1

Nursery Year

1 2 3 4 5

6 7 8 9 0

+ - x = ÷

# Numeracy Assessment Booklet

Name of school: \_\_\_\_\_

Name of child: \_\_\_\_\_

Name of teacher: \_\_\_\_\_

Date: From September \_\_\_\_\_ to July \_\_\_\_\_





# Numeracy Assessment Booklet

## Nursery Year 1

Produced by the  
**Ministry of Education**  
21 Brickdam • Georgetown • Guyana.  
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# Nursery Assessment - Numeracy Year One

**Compiled and arranged according to the standards of the  
Nursery Education**

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# Nursery Assessment - Numeracy Year One

## Teachers

The Assessment Booklet and checklist are designed and modified to assess the child's level of attainment of the pre-requisite Literacy and Numeracy skills at the Nursery level.

The booklet must be used during the fourth week of every month with every child.

A checklist is inserted at the back of this booklet where the teacher will record the child's progress.

If the child completes the task successfully, then the child will be checked as ATTAINED.

If the child completes the task partially (over 50%), the child will be checked as IN PROGRESS on the checklist.

The child who fails to complete over 50% of the task, will be checked as NOT ATTAINED.

Teachers are asked to check the child progress of that task until he/she completes it successfully.

This should not be done on one day, but over a period of time after a number of strategies have been tried in teaching the concept.

This booklet must be completed over a one-year period.

*Ingrid Trotman - ACEO, Nursery*

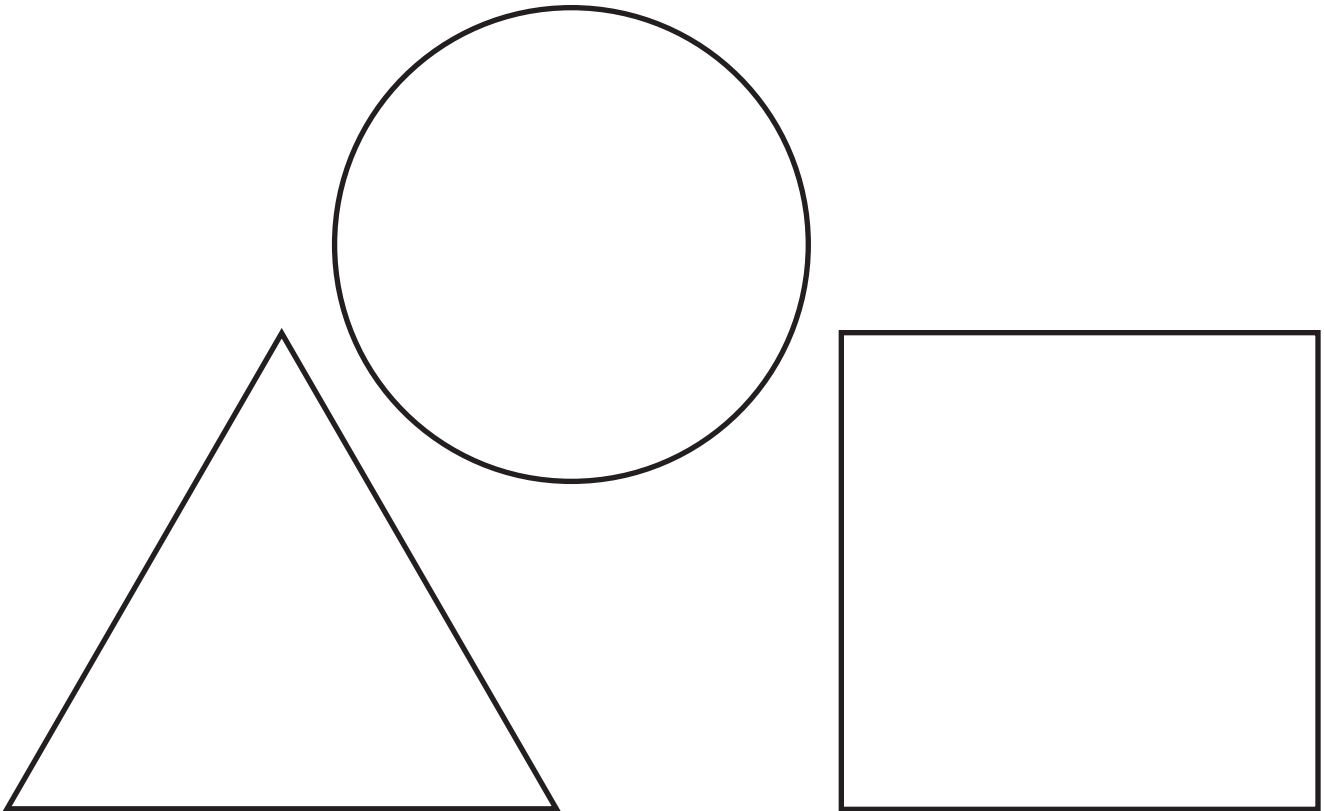
# Nursery Assessment - Numeracy Year One

## Shapes:

Identify circle, triangle, square, rectangle.

### Instructions for Administration:

1. Look at the shapes.
2. Point to each shape and give the correct name.
3. Colour the circle - RED; triangle - BLUE; square - GREEN.



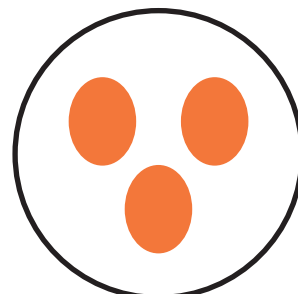
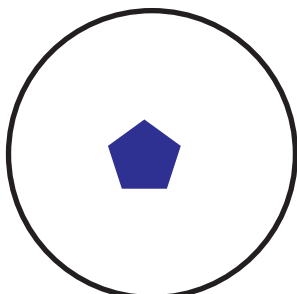
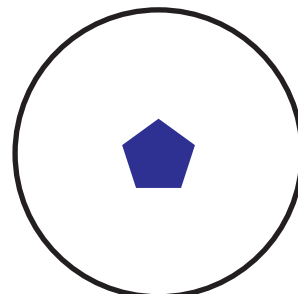
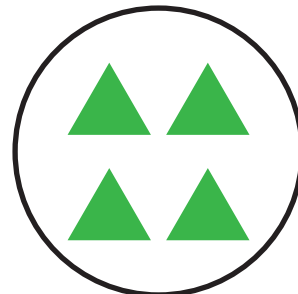
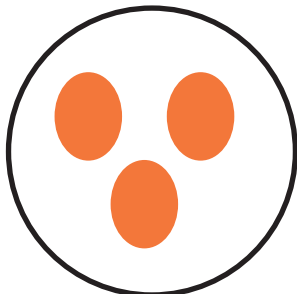
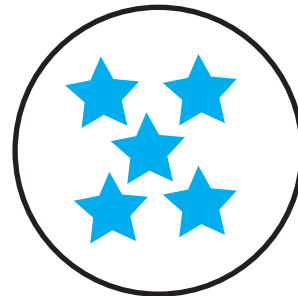
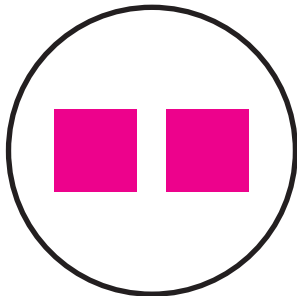
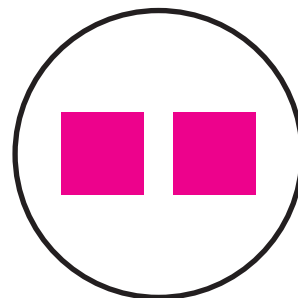
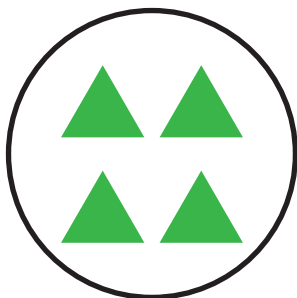
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## Matching Sets:

Draw a line to connect the matching sets.

### Instructions for Administration:

1. Look at the sets.
2. Draw a line to connect the matching sets.



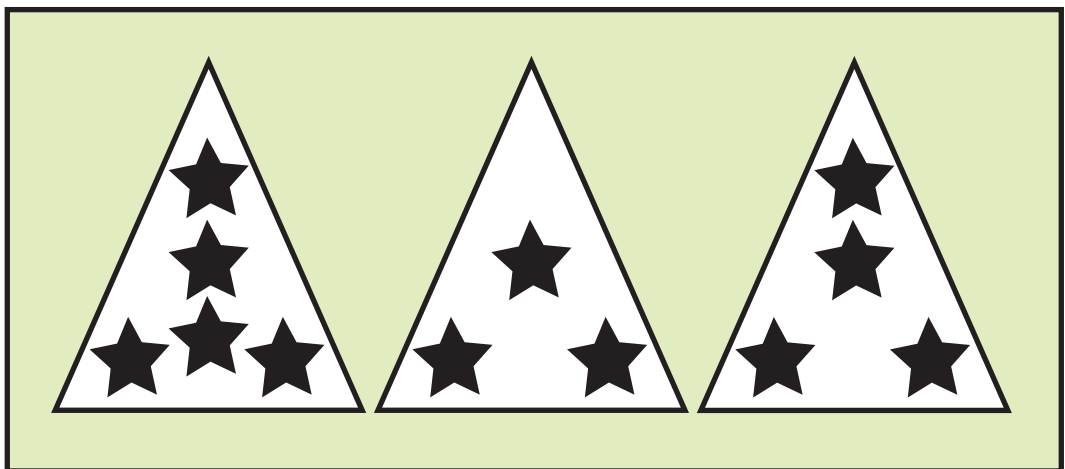
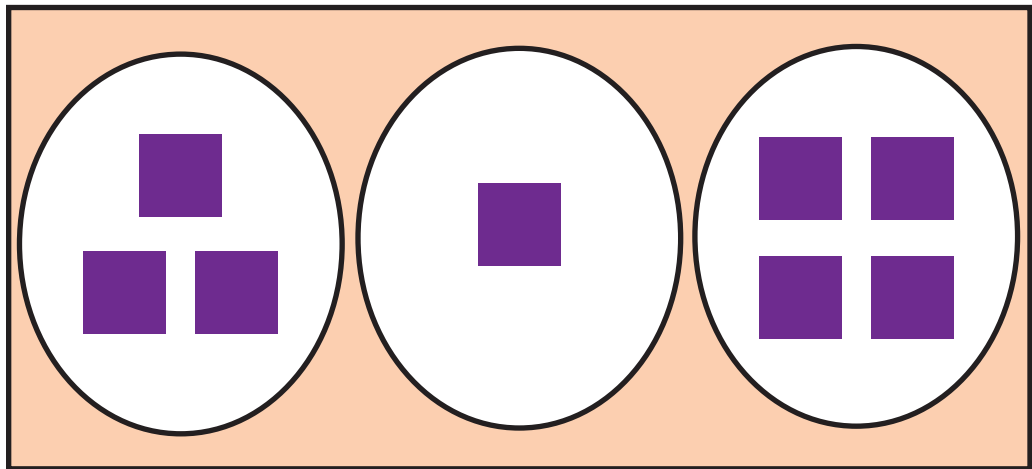
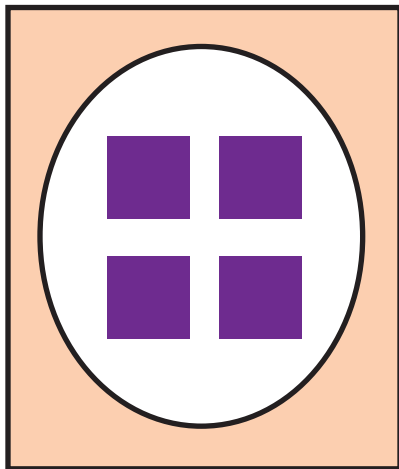
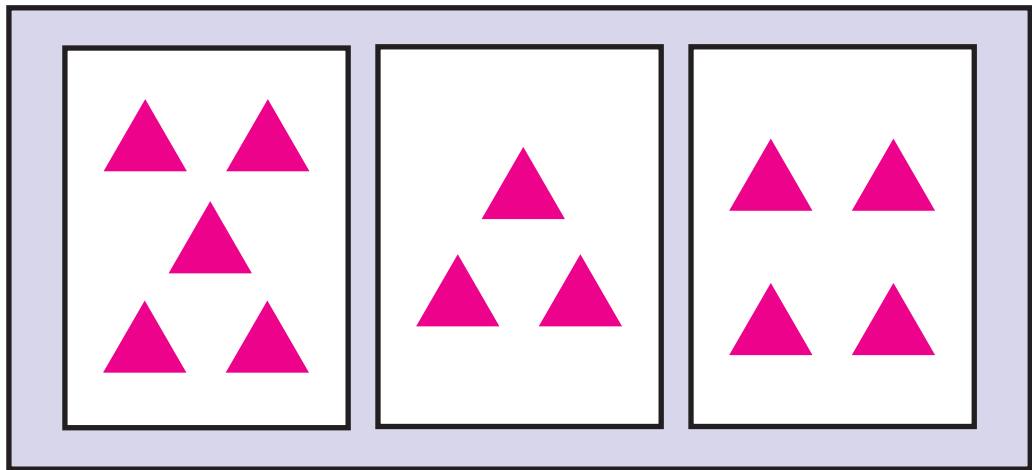
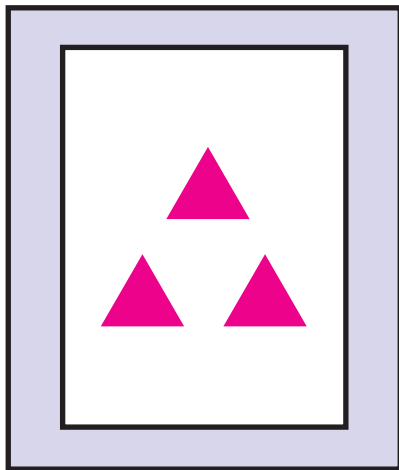
# Nursery Assessment - Numeracy Year One

## Equal Sets:

Compare sets that are equal.

### Instructions for Administration:

1. Look at the sets.
2. Put an X on the two sets that match.



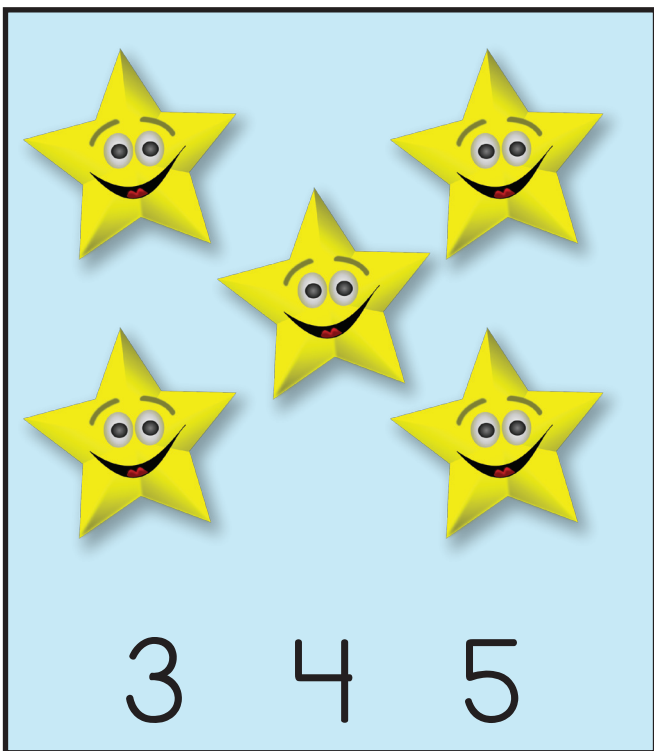


# Nursery Assessment - Numeracy Year One

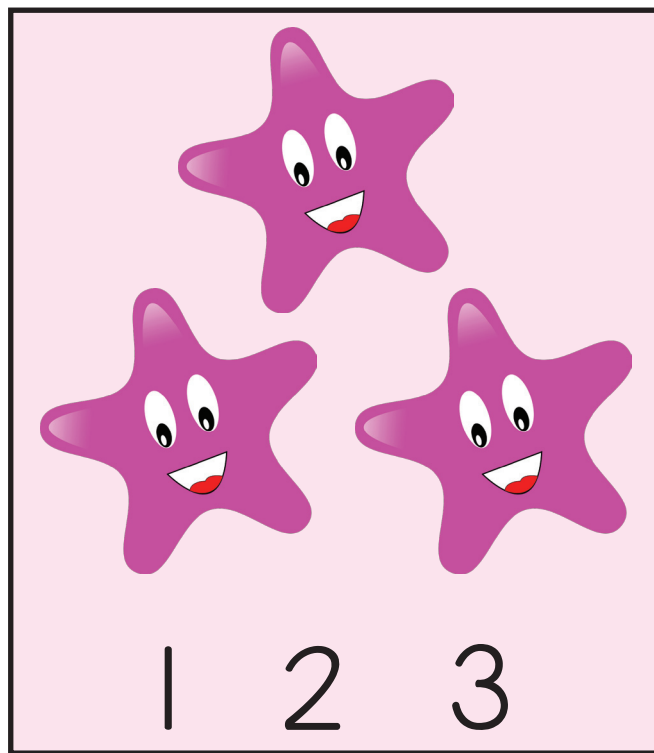
**Number Concepts:**  
Count the objects in each box.

**Instructions for Administration:**

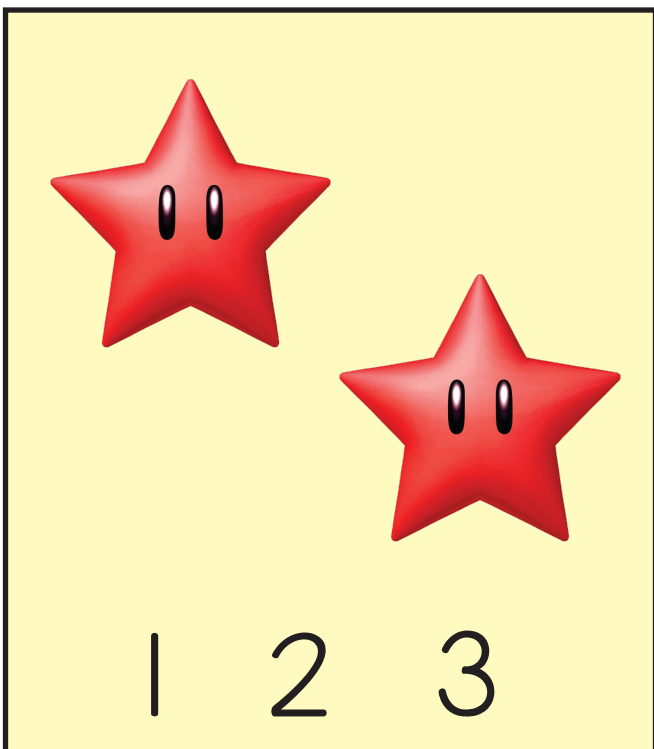
1. Count and match the correct numeral to represent 1 to 5 objects.




3 4 5



1 2 3



1 2 3



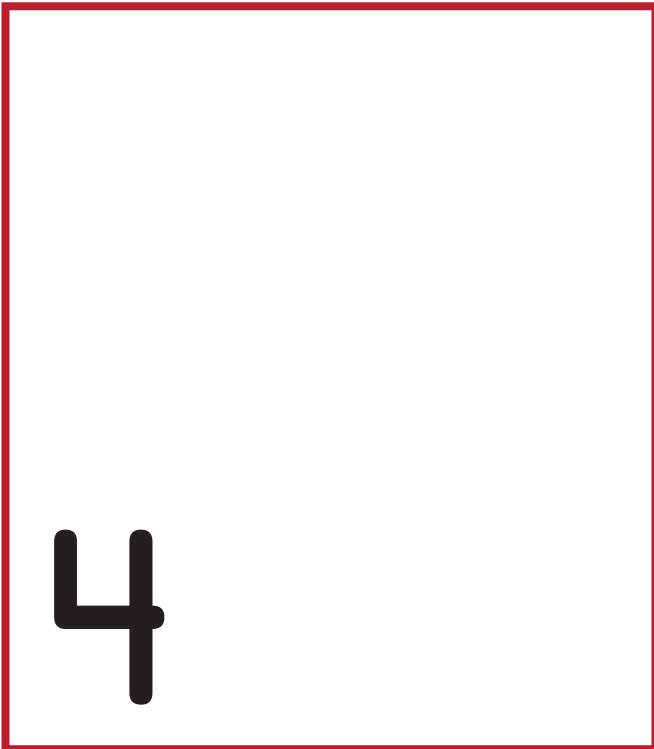
3 4 5

# Nursery Assessment - Numeracy Year One

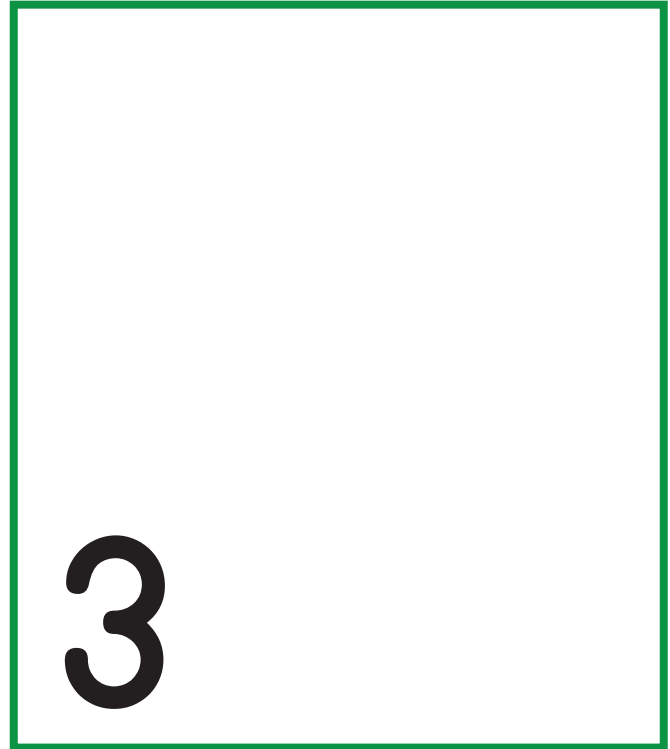
**Recognising and Making Sets:**  
Identify the numeral.

**Instructions for Administration:**

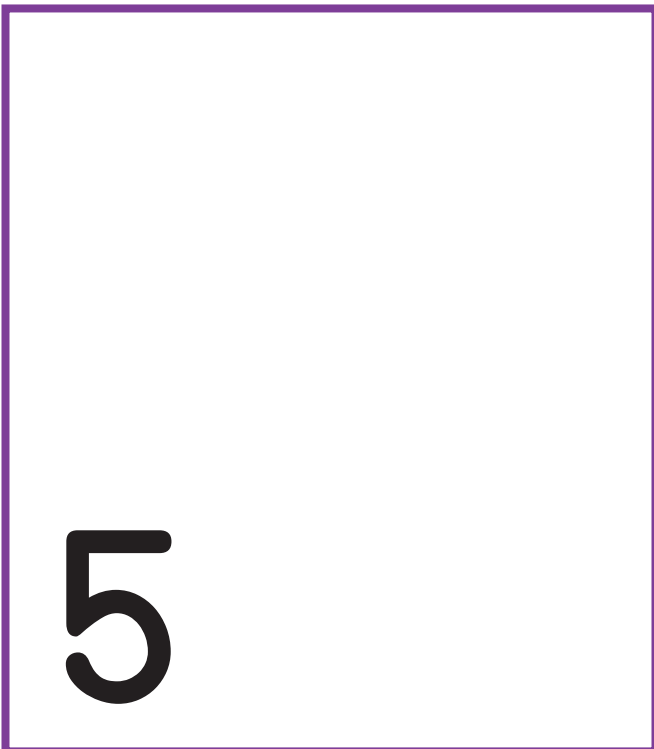
1. Identify the numerals.
2. In each box, draw the correct number of objects that matches the numeral.



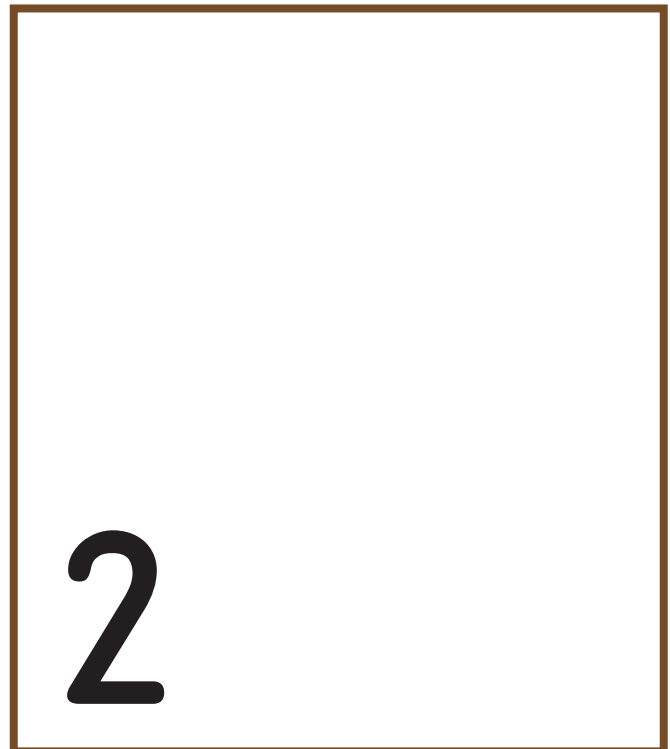
4



3



5



2

# Nursery Assessment - Numeracy Year One

**Recognising and Making Sets:**

Identify the numeral.

**Instructions for Administration:**

1. Identify the numerals.
2. Complete the sets.

A blue-bordered rectangular box containing two red, glossy spheres at the top. Below the spheres is the numeral '4'.

A pink-bordered rectangular box containing one red, glossy sphere at the top. Below the sphere is the numeral '3'.

A light blue-bordered rectangular box containing two red, glossy spheres at the top. Below the spheres is the numeral '5'.

A green-bordered rectangular box containing one red, glossy sphere at the top. Below the sphere is the numeral '2'.

# Nursery Assessment - Numeracy Year One

## Numerals

### Instructions for Administration:

1. Look at the numerals.
2. Say the name of each numeral.



3



2

# Nursery Assessment - Numeracy Year One

## Number Names

### Instructions for Administration:

1. Look at the numeral.
2. Match each numeral to its name.

1

five

2

four

3

two

4

three

5

one

# Nursery Assessment - Numeracy Year One

**Counting in Sequence:**  
Count from 1 to 5

**Instructions for Administration:**  
Write the missing numeral in the empty boxes.

	2	3		5
--	---	---	--	---

1		3		5
---	--	---	--	---

1	2			
---	---	--	--	--

# Nursery Assessment - Numeracy Year One

## Measurements

Heights: Tall and Short

### Instructions for Administration:

1. Look at the two boys.
2. Colour the short boy.

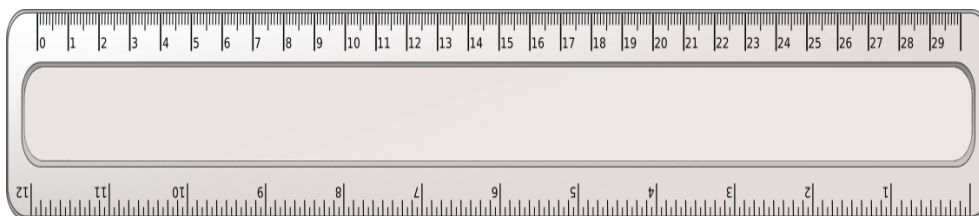
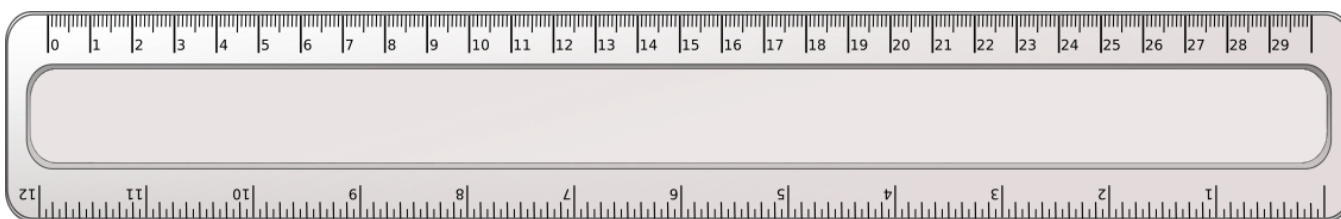


# Nursery Assessment - Numeracy Year One

**Measurements:**  
Heights: Long and Short

**Instructions for Administration:**

1. Look at the two rulers
2. Colour the short ruler.





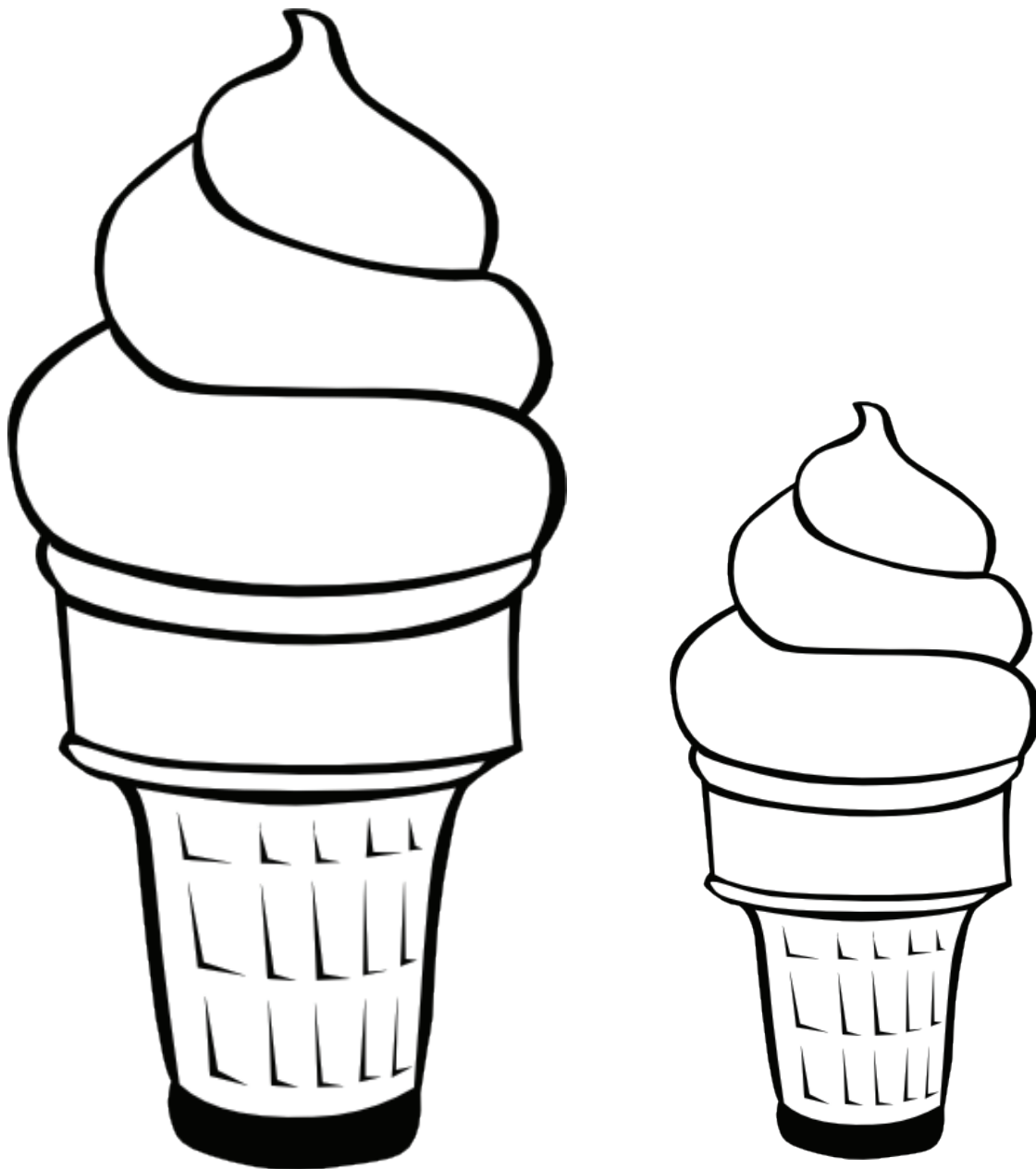
# Nursery Assessment - Numeracy Year One

## Mass:

Sizes: Big and Little - Compares sizes of objects using the appropriate vocabulary.

### Instructions for Administration:

1. Look at the pictures.
2. Colour the little ice cream cone



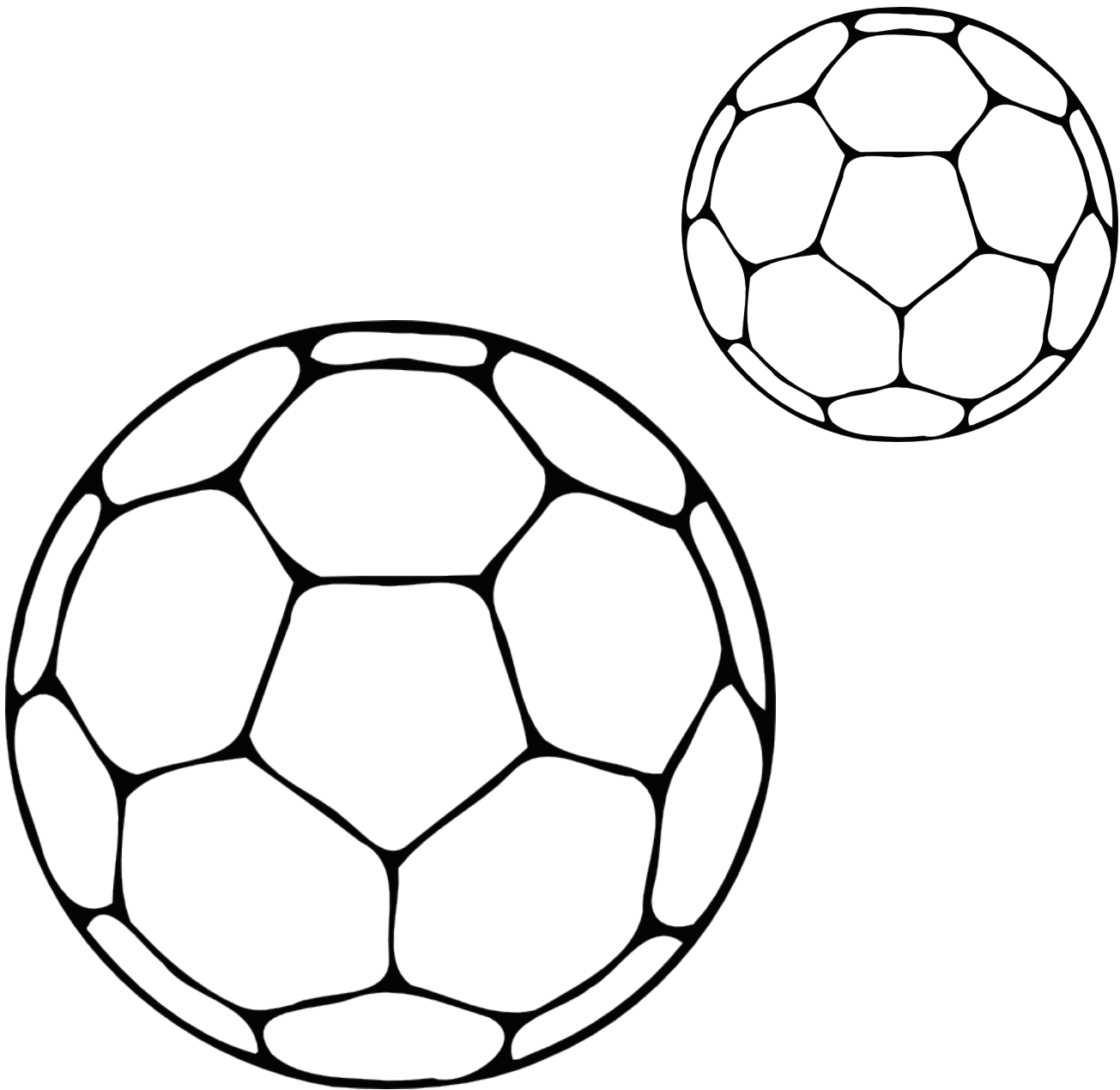
# Nursery Assessment - Numeracy Year One

## Mass:

Sizes: Big and Little - Compare sizes of objects.

### Instructions for Administration:

1. Look at the balls.
2. Colour the big ball.

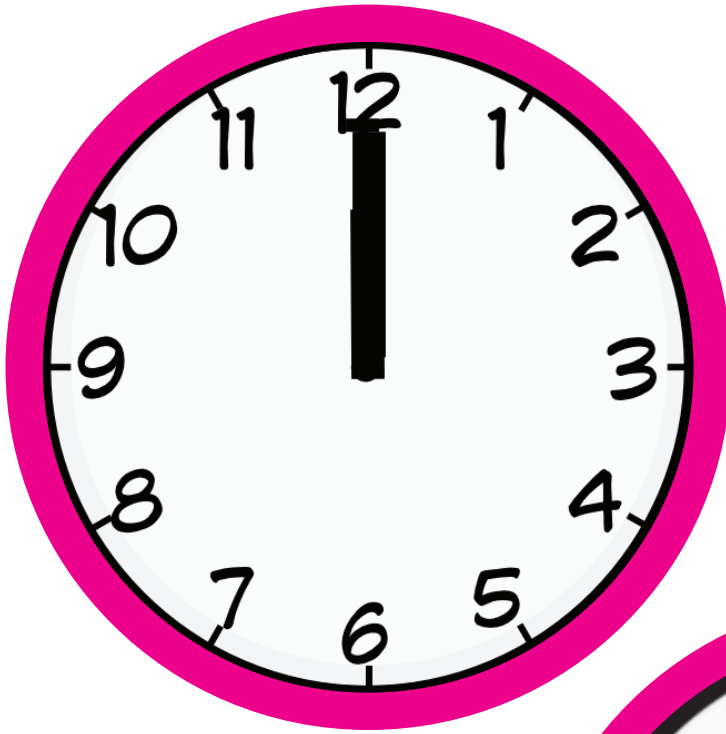


# Nursery Assessment - Numeracy Year One

## Telling Time: Arrival and Dismissal

### Instructions for Administration:

1. Look at the two clocks.
2. Mark an **X** on the clock that shows Arrival-Time.



# Nursery Assessment - Numeracy Year One

## OBSERVATIONAL CHECKLIST *Revised May, 2015*

### Mathematics: *Ages 3 Years 6 Months - 4 Years 6 Months*

A: Number concepts and sets	ATTAINED	IN PROGRESS	NOT ATTAINED
Rote counts to ten			
Counts sets of objects: 1 - 5 <i>(Amt: 2)</i>			
Makes sets with 1 - 5 objects <i>(Amt: 5/6)</i>			
Matches the correct numeral to represent 1- 5 objects <i>(Amt: 4)</i>			
Identifies numerals 1 - 5 <i>(Amt: 8)</i>			

B: Common Fractions	ATTAINED	IN PROGRESS	NOT ATTAINED
Identifies whole and half			

C: Measurements / Capacity / Money	ATTAINED	IN PROGRESS	NOT ATTAINED
Identifies objects which are the same or different <i>(Amt: 3)</i>			
Identifies heights: Tall and short <i>(Amt: 10)</i>			
Identifies sizes: Big and little <i>(Amt: 13)</i>			
Uses terms: Holds more than and less than to compare capacity of containers			
Recognizes currency \$1, \$5, \$10 coins and \$20 note			

D: Time	ATTAINED	IN PROGRESS	NOT ATTAINED
Uses calendar as a means of telling time and day <i>(14)</i>			









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