



High Leverage Assessment Pre-Kindergarten (4-5-years old)

Name: _____ Teacher: _____ Date: _____

Focus: Subitizing, Conservation of Number, Counting

*** Interview students individually. (Use different color pen for each administration if helpful.)*

Section 1 – Subitizing

Materials: Three subitizing cards (see attached)

Directions:

- Flash each card for about 2 seconds.
- Record student responses. Observe if a student subitizes (responds immediately) or tries to count the dots.)

Question	VELS	# of Dots	Subitizes Y/N	Counts Y/N	Notes
A.	Element 1a: Goal 1	2			
B.		5			
C.		3			

*Important: If a student is unsuccessful with identifying 2, go no further. Intervention should begin with a focus on subitizing and developing understanding of quantity of small numbers.

If a student is successful with Subitizing assessment, continue with the remainder of the assessments.



Section 2 – Conservation of Number

Materials: 4 objects (cubes, counters, bears, etc.)

Directions: Say: “We’re going to use some objects (cubes, counters, bears, etc.). You may touch the objects and you can think out loud.”

- Place objects on table and ask: “How many objects (cubes, counters, bears, etc.) are there?”
- Record student responses. (Observe if a student responds immediately or tries to count the objects.)
- Spread objects far apart on the table and ask: “How many objects (cubes, counters, bears, etc.) are there?”
- Record student responses. Look for conservation of number.

Question	VELS	# of Objects	Counts Y/N	Notes
A.	Element 1a: Goal 1	4		
B.		4 (spread out)		

Section 3 – Counting (Counting a set/group.)

Materials: 8 objects (cubes, counters, bears, etc.)

Directions: Say: “We’re going to use some objects (cubes, counters, bears, etc.). You may touch the objects and you can think out loud.”

- Randomly place 5 objects on table and ask: “How many objects (cubes, counters, bears, etc.) are there?” (**Do NOT line up the objects.)
- Repeat after the count, “How many objects (cubes, counters, bears, etc.) are there?” Record responses.
- Repeat with 8 objects

Question	VELS	# of Objects	Stable Order (Accurate Word Sequence) Y/N	1 to 1 Y/N	Cardinality Y/N	Notes <i>Is the student tagging the objects? How did the student organize? Did the student skip/repeat any numbers?</i>
A.	Element 1a: Goal 1	5				
B.		8				



Section 4 – Counting (Counting from a set/group.)

Materials: 21 objects (cubes, counters, bears, etc.)

Directions: Say: “We’re going to use some objects (cubes, counters, bears, etc.). You may touch the objects and you can think out loud.”

- Start by asking for 4 objects, then ask for 7, then ask for 10. Start with an empty hand for each quantity.
- Point to the pile of 21 objects and ask students to put _____counters in your hand or on the table in front of you. After student has placed (counted) the objects in your hand, ask: “How many objects did you give me?” (This allows us to check for cardinality.)
- Record student responses. Observe if student keeps counting past the requested number.

Question	VELS	# of Objects	Stable Order (Accurate Word Sequence) Y/N	1 to 1 Y/N	Cardinality Y/N	Notes <i>Is the student tagging the objects? How did the student organize? Did the student skip/repeat any numbers?</i>
A.	Element 1a: Goal 1	4				
B.		7				
C.		10				

Subitizing Cards for Pre-K



