



# Year 2

## Numeracy Assessment Booklet

1 2 3 4 5 6 7 8 9

+ -  $\times$  =  $\div$

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

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

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

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





# Numeracy Assessment Booklet

## Nursery Year 2

Produced by the  
**Ministry of Education**  
21 Brickdam • Georgetown • Guyana.  
*Website: [www.education.gov.gy](http://www.education.gov.gy)*

# Nursery Assessment - Numeracy Year Two

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

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# Nursery Assessment - Numeracy Year Two

## 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.

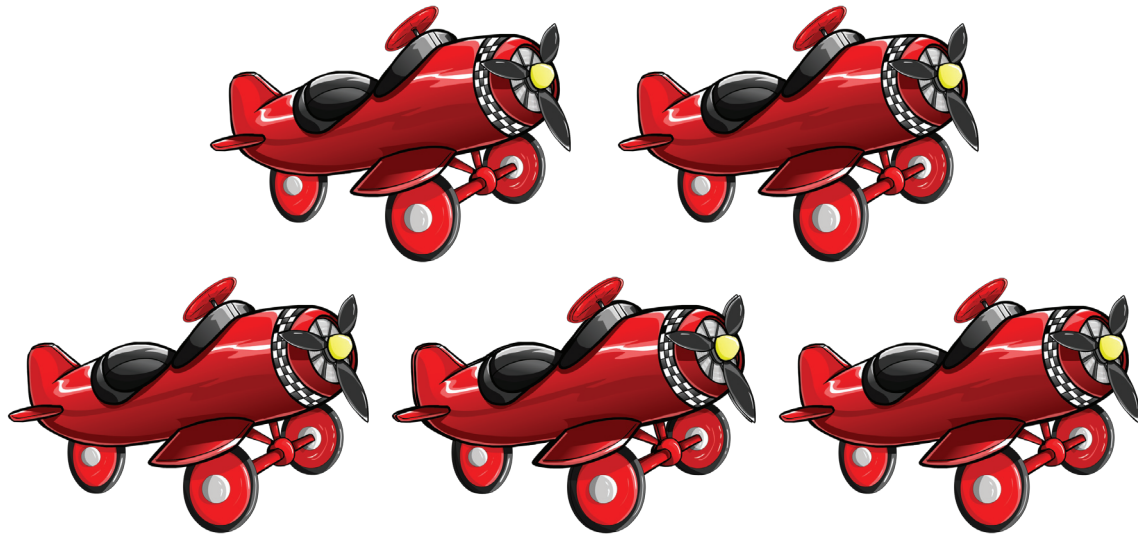
This booklet must be completed over a one-year period.

*Ingrid Trotman - ACEO, Nursery*

# Nursery Assessment - Numeracy Year Two

**Number Concepts and Sets:**  
Counts objects in a given set (up to 10)

**Instructions for Administration:**  
Have children count the objects in each set. Circle the correct answer.



4      5      6



4      5      6

# Nursery Assessment - Numeracy Year Two

**Number Concepts and Sets:**  
Counts objects in a given set (up to 10)

**Instructions for Administration:**  
Have children count the objects in each set. Circle the correct answer.



7      8      9



7      8      9

# Nursery Assessment - Numeracy Year Two

**Number Concepts and Sets:**  
Counts objects in a given set (up to 10)

**Instructions for Administration:**  
Have children count the objects in each set. Circle the correct answer.



8

9

10



8

9

10



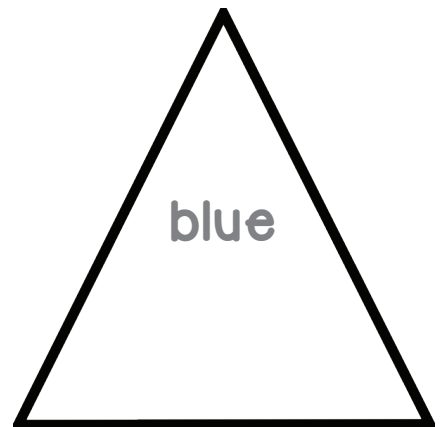
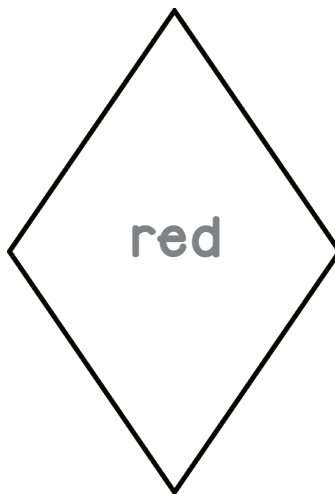
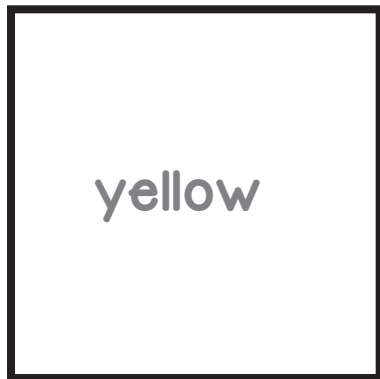
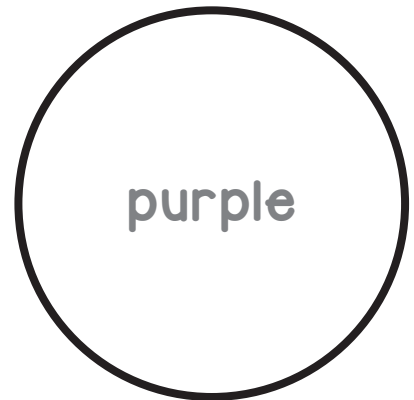
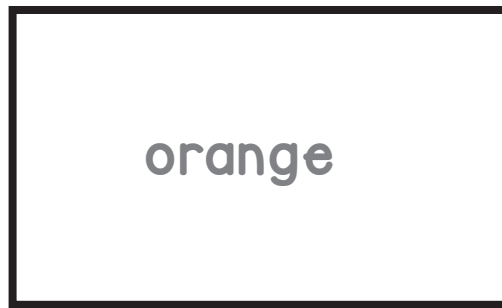
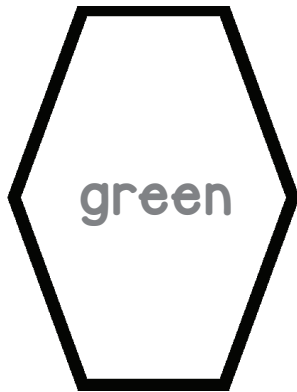
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Sorts, groups and matches objects according to shapes and colours

## Instructions for Administration:

Have children colour the shapes according to the given colour.



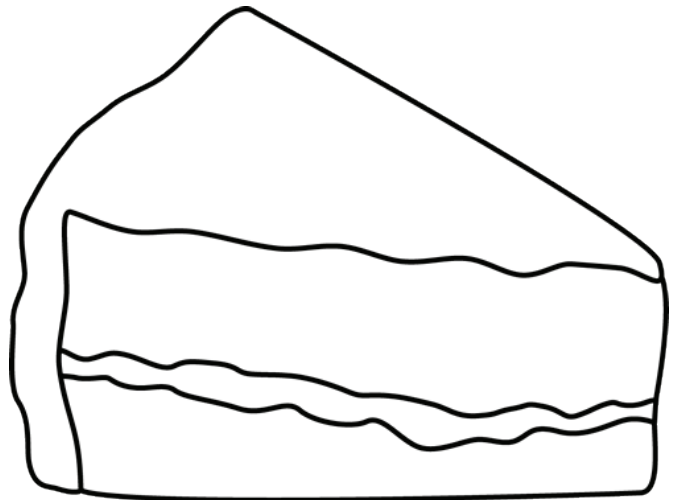
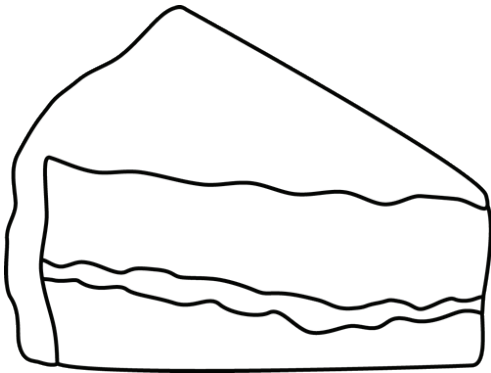
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Sorts, groups and matches objects according to size.

## Instructions for Administration:

Have children colour the **biggest** slice of cake.



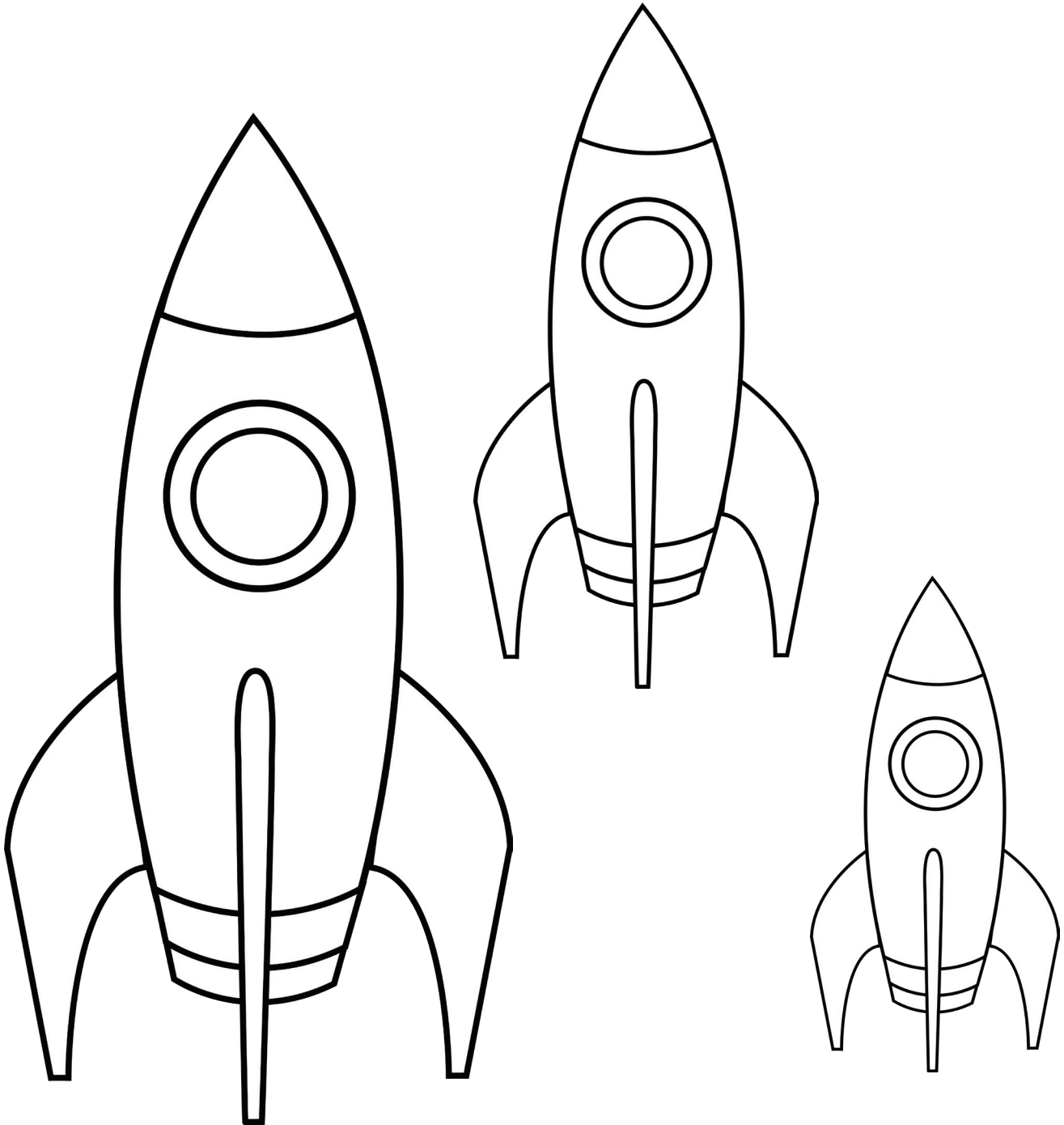
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Sorts, groups and matches objects according to size.

## Instructions for Administration:

Have children colour the **medium** sized rocket.



# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Matches the members of one set with the members of another set .

## Instructions for Administration:

Have children draw a line to match the number of chocolates.



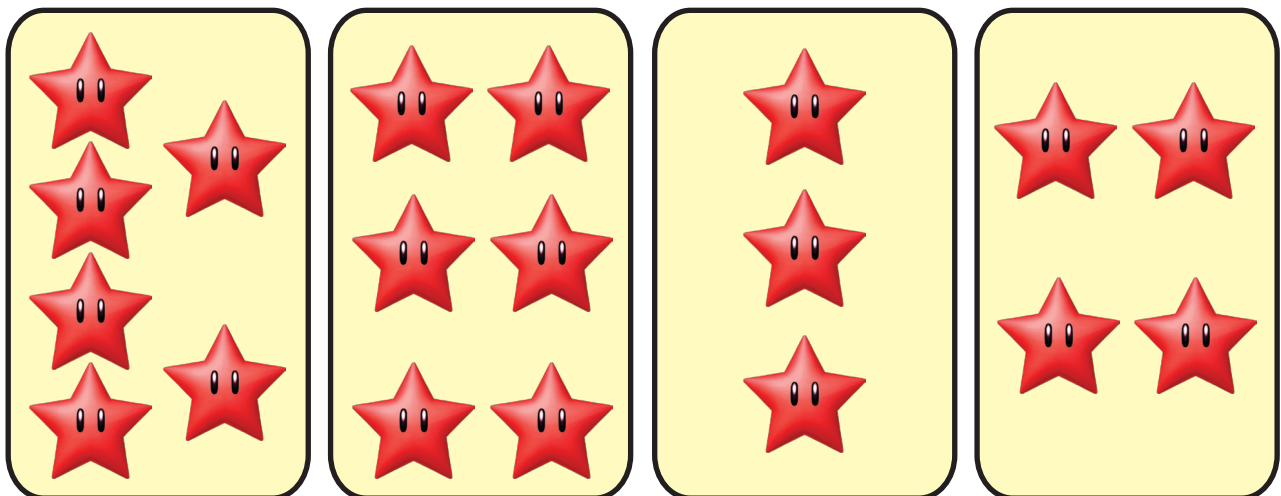
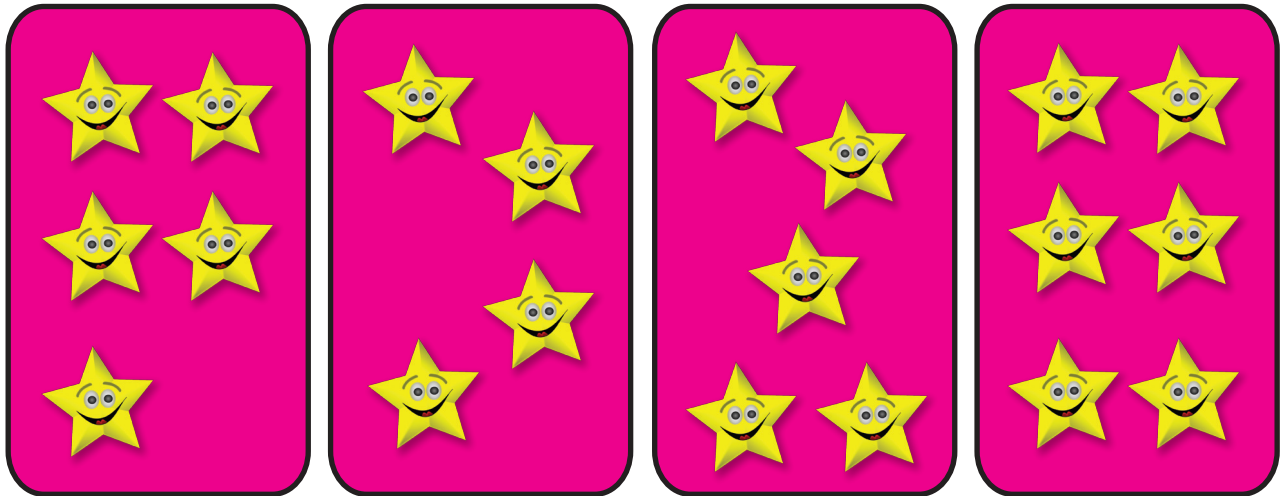
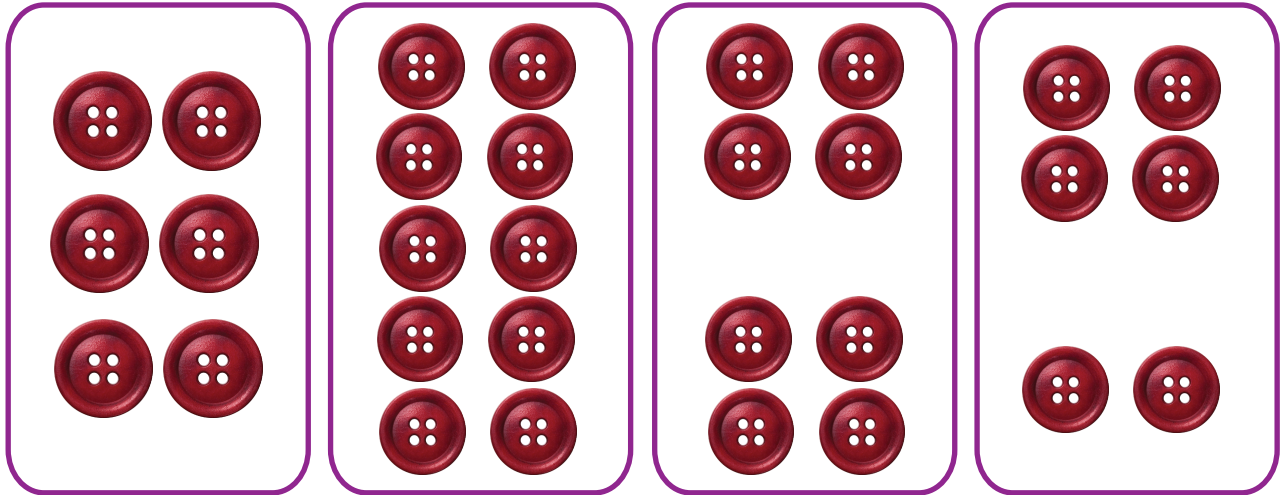
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Compares equal and unequal.

## Instructions for Administration:

Have children put a mark on the two that are **equal** in each set.



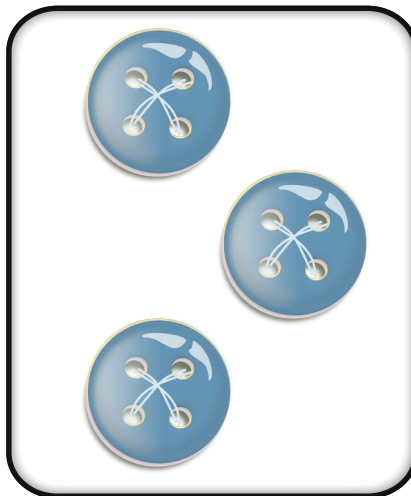
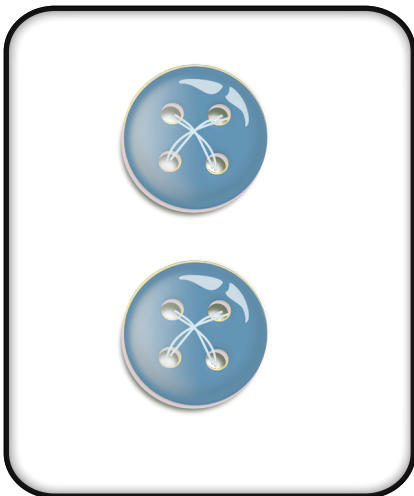
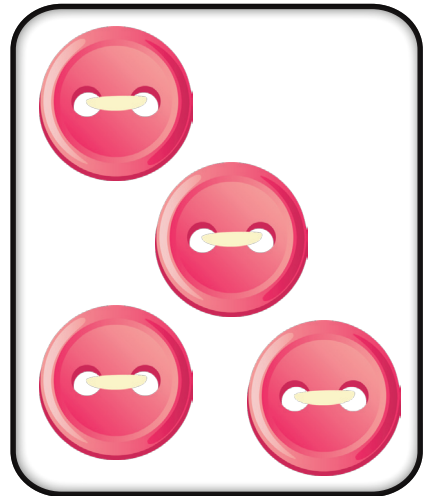
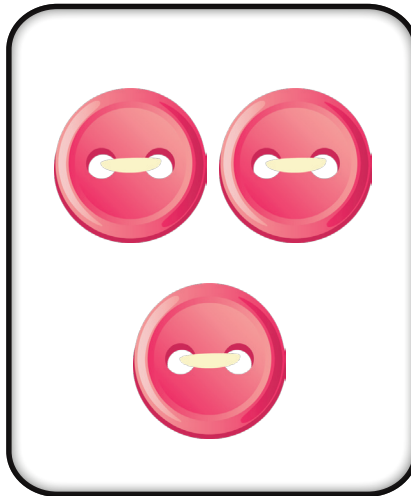
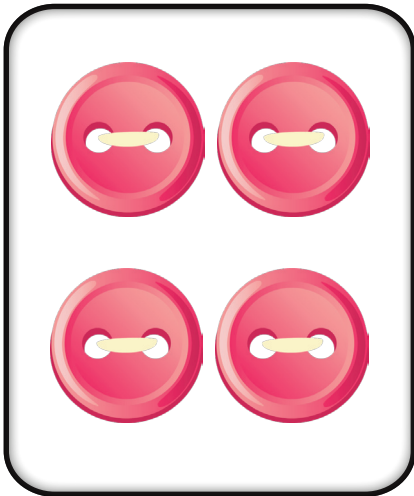
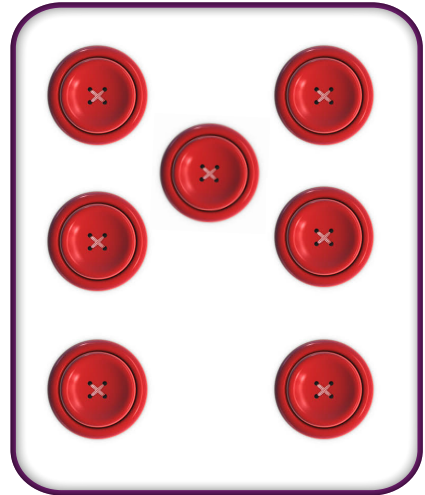
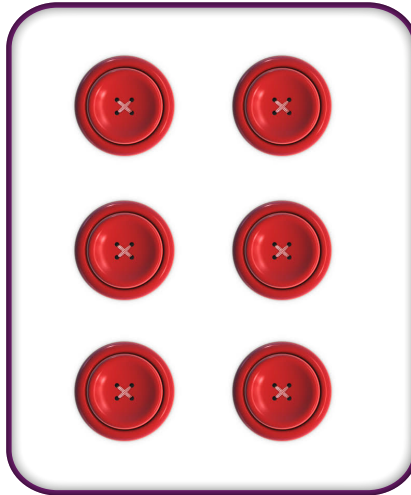
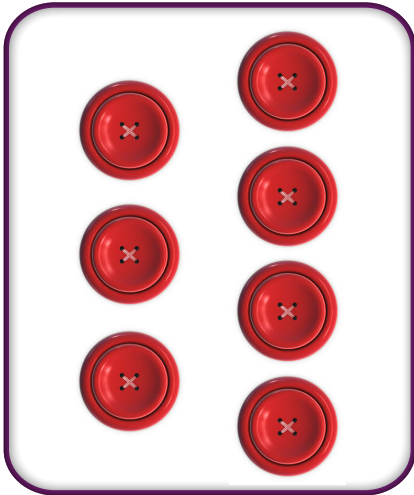
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Compares equal and unequal.

### Instructions for Administration:

Have children put a mark on the set that is **unequal** to the others.



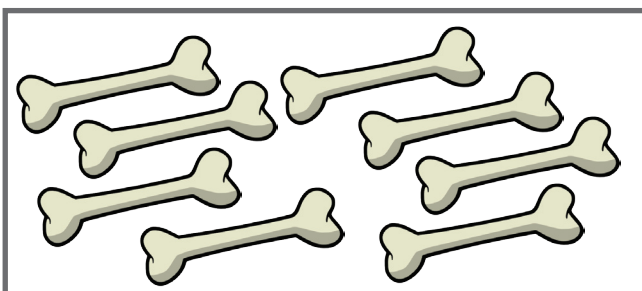
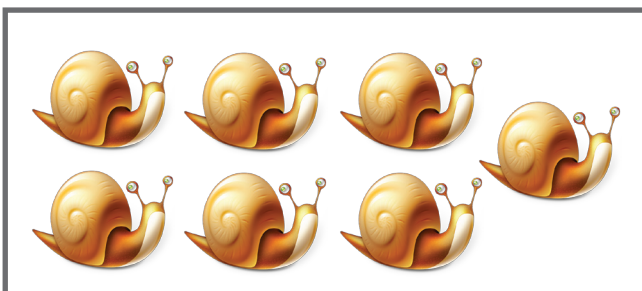
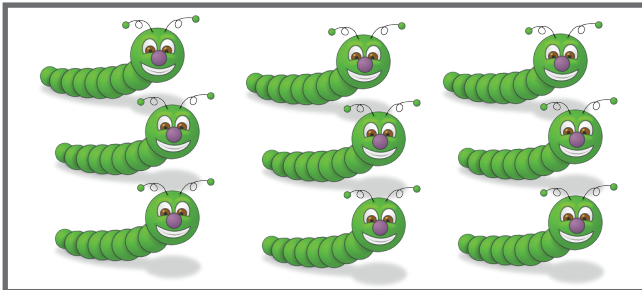
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Matches the correct numeral to represent 1-10

### Instructions for Administration:

Have children count the objects in each row, and draw a line to the correct numeral.



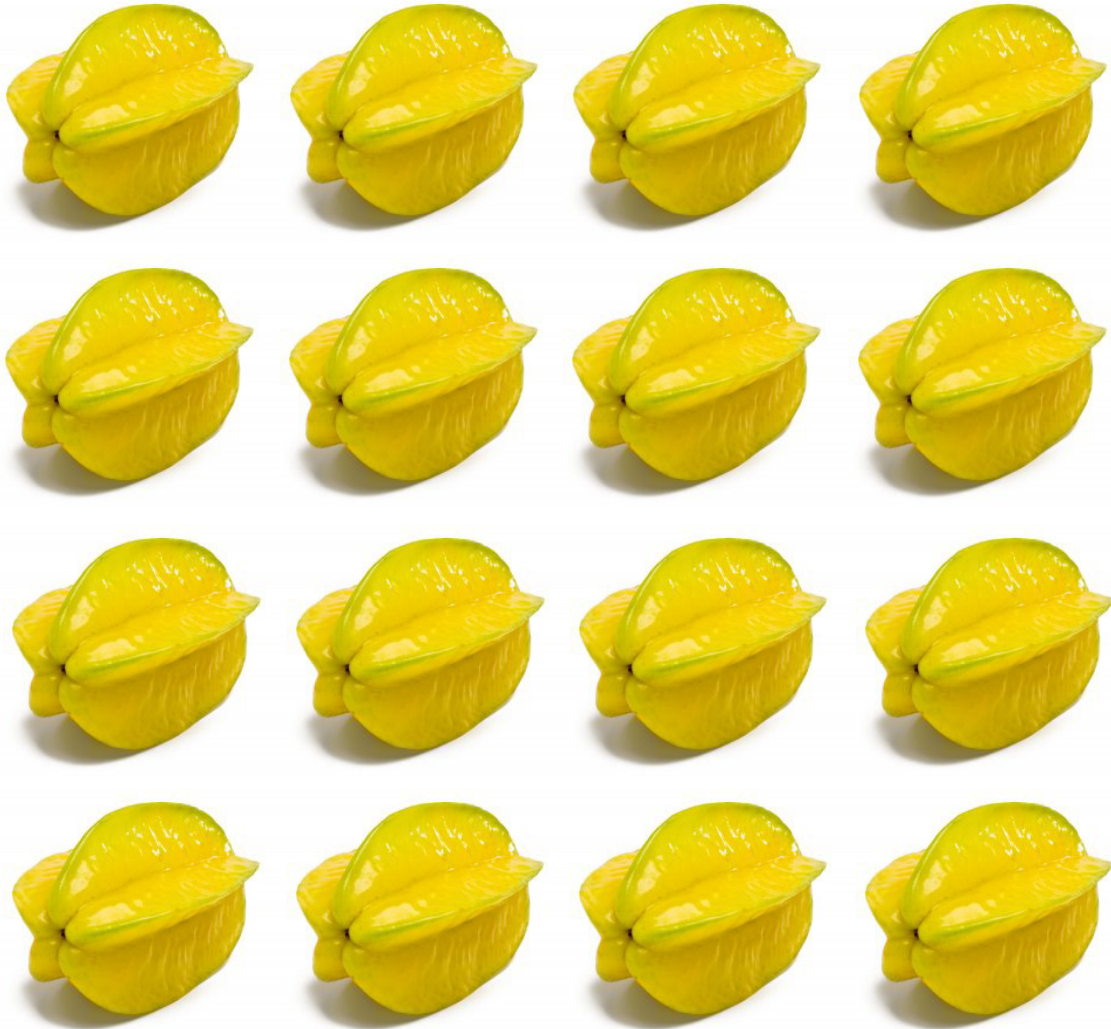
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Rote counts (1-20) .

### Instructions for Administration:

Have children count the objects in the rows out loud.



| The child can count:      | Yes | No |
|---------------------------|-----|----|
| From 1 to 5               |     |    |
| From 1 to 5 and up to 10  |     |    |
| From 1 to 10 and up to 15 |     |    |
| From 1 to 15 and up to 20 |     |    |
| From 1 to 20 and above    |     |    |



# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Draws/paints/models 1-10 objects.

## Instructions for Administration:

Have children draw objects in the boxes to match the numerals below.

7

5

6

8

10

9

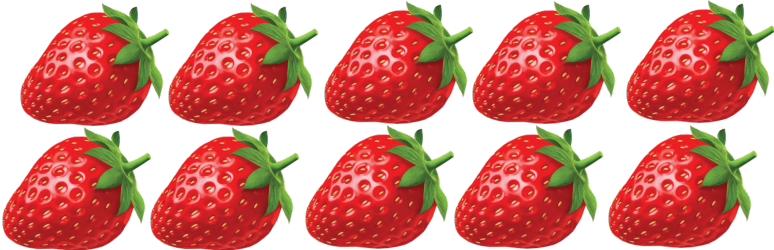
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Recognises and makes sets with 1-10 objects.

## Instructions for Administration:

Have children count the objects and write the correct numerals on the lines provided.



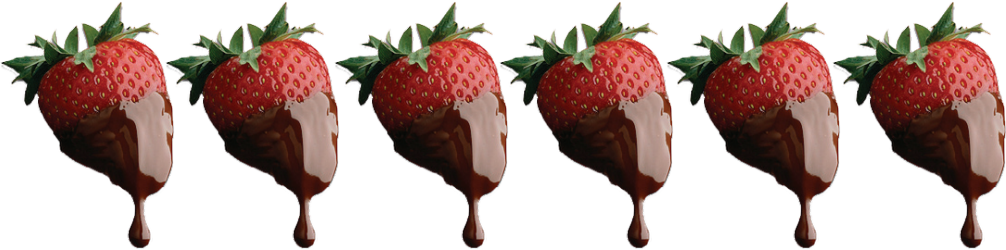
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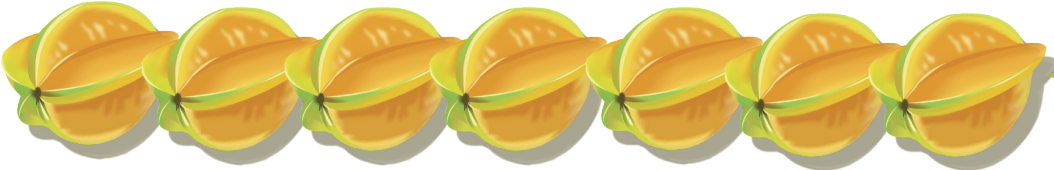
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\_\_\_\_\_

# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Uses number names.

## Instructions for Administration:

Have children draw a line to match the Numeral to the Number Name.

6

eight

7

ten

8

seven

9

six

10

nine

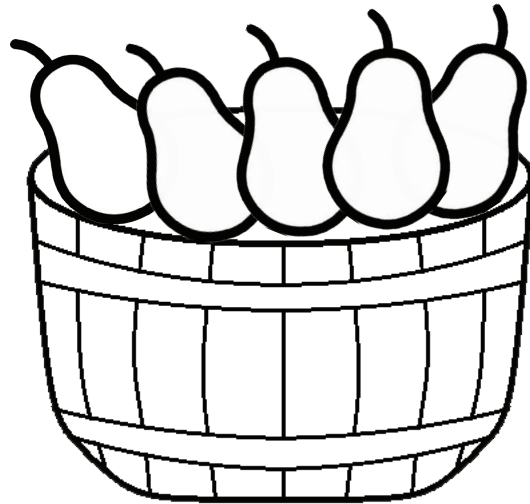
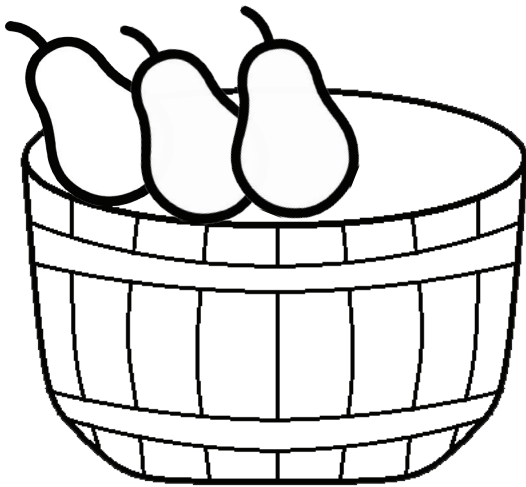
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Uses number language such as “**more**”, “**less**”, “**more than**”, “**less than**”.

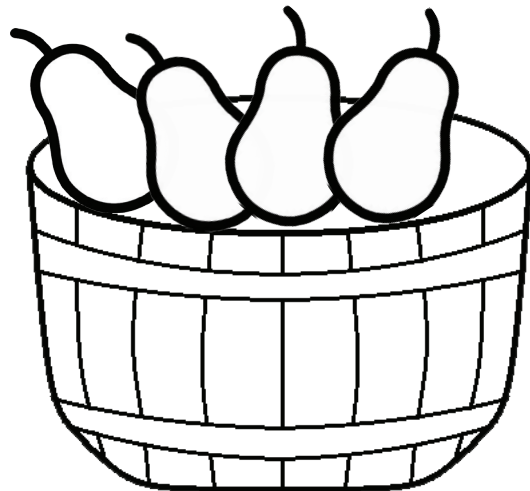
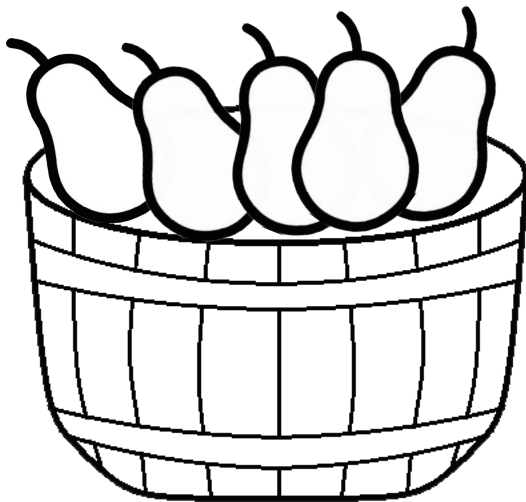
## Instructions for Administration:

Have children colour the basket that has **more than** the other basket.



## Instructions for Administration:

Have children colour the basket that has **less than** the other basket.



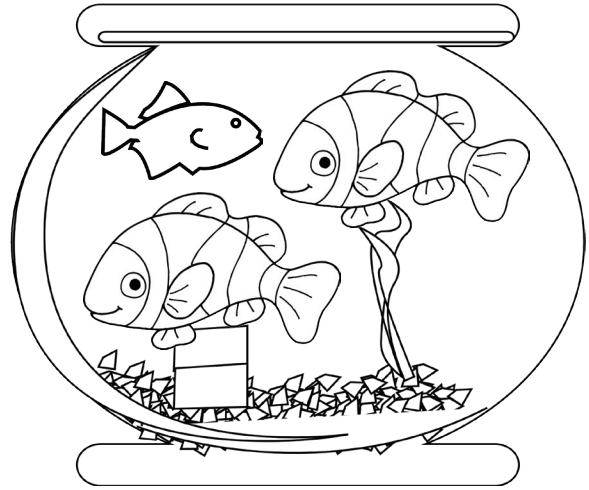
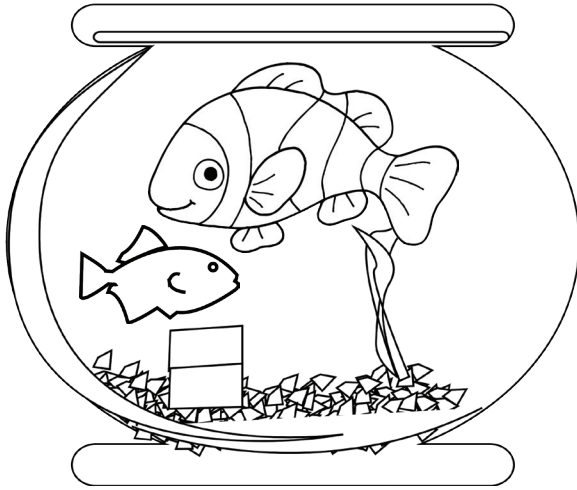
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Uses number language such as “more”, “less”, “more than”, “less than”.

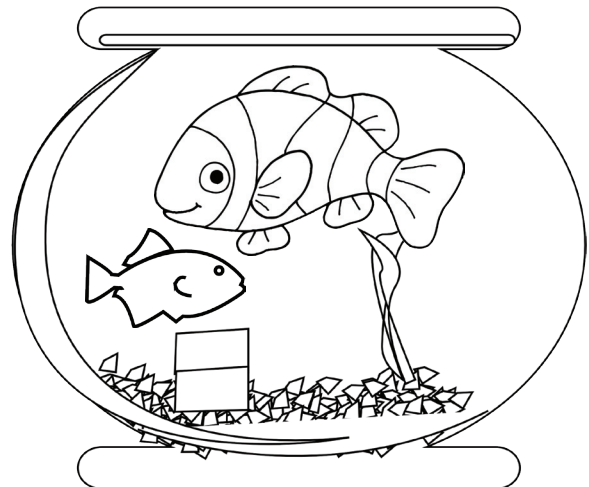
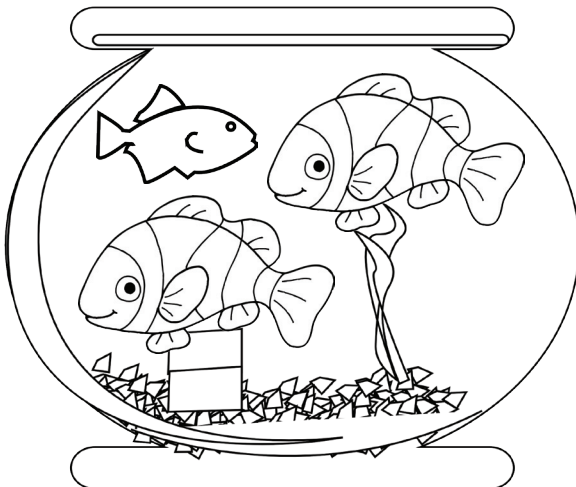
## Instructions for Administration:

Have children colour the aquarium that has **more fish**.



## Instructions for Administration:

Have children colour the aquarium that has **less fish**.



# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Counts beyond 10 (moving objects while counting).

## Instructions for Administration:

Have children use counters to count beyond 10 (blocks, bricks, sticks etc).

| The child can count:      | Yes | No |
|---------------------------|-----|----|
| From 1 to 5               |     |    |
| From 1 to 5 and up to 10  |     |    |
| From 1 to 10 and up to 15 |     |    |
| From 1 to 15 and up to 20 |     |    |
| From 1 to 20 and above    |     |    |

# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Recognises numerals 1-10.

## Instructions for Administration:

Have children write the missing numeral in the box.

|   |   |   |   |   |
|---|---|---|---|---|
| 1 |   | 3 |   | 5 |
|   | 7 |   | 9 |   |

|   |   |   |   |   |
|---|---|---|---|---|
| 1 |   | 3 |   | 5 |
|   | 7 |   | 9 |   |

# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Recognises and reads number names up to 10.

## Instructions for Administration:

Have children read the number name and write the correct numeral in the box provided.

|              |                      |
|--------------|----------------------|
| <b>nine</b>  | <input type="text"/> |
| <b>ten</b>   | <input type="text"/> |
| <b>six</b>   | <input type="text"/> |
| <b>eight</b> | <input type="text"/> |
| <b>seven</b> | <input type="text"/> |
| <b>five</b>  | <input type="text"/> |



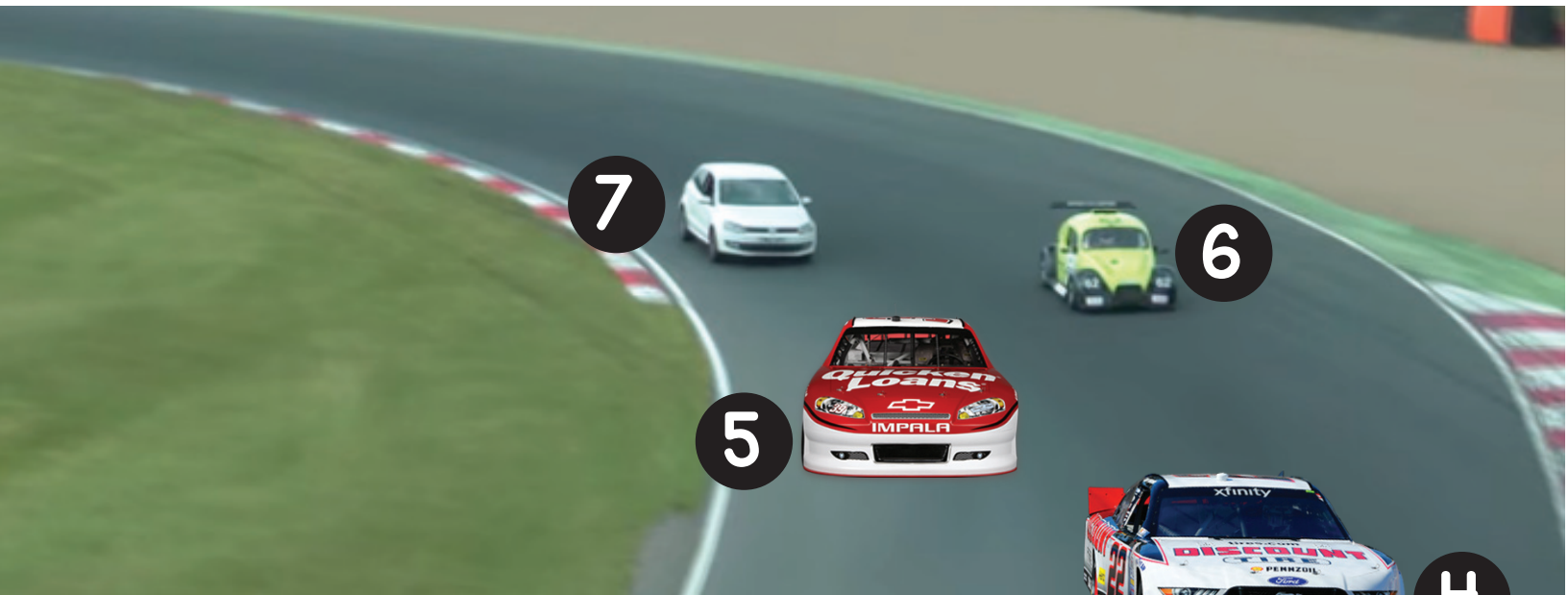
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Uses ordinal forms 1st to 5th.

## Instructions for Administration:

Have children circle the 5th (fifth) car.



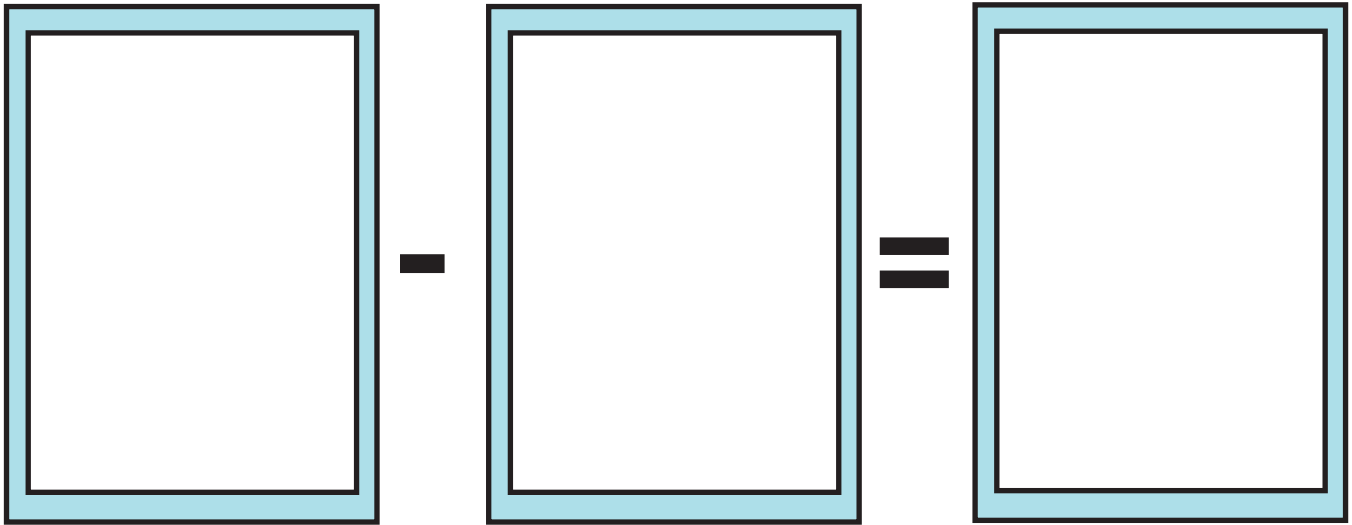
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

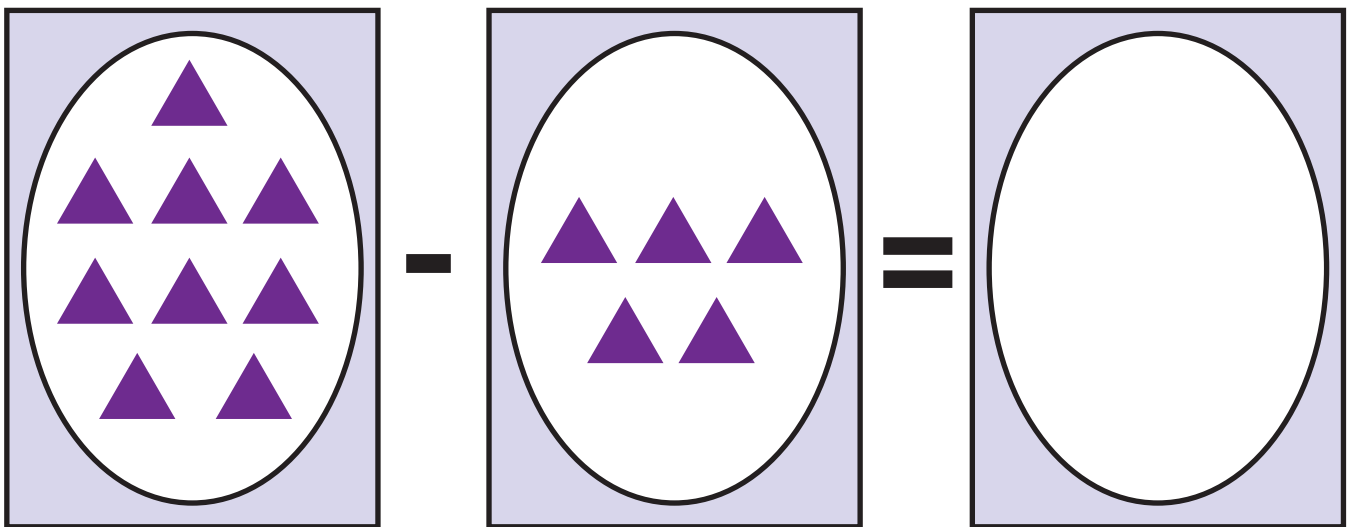
Names combinations of sets of 9.

### Instructions for Administration:

Have children complete the number sentence below, and fill the empty areas with objects matching the numerals.



take away  leaves



take away  leaves

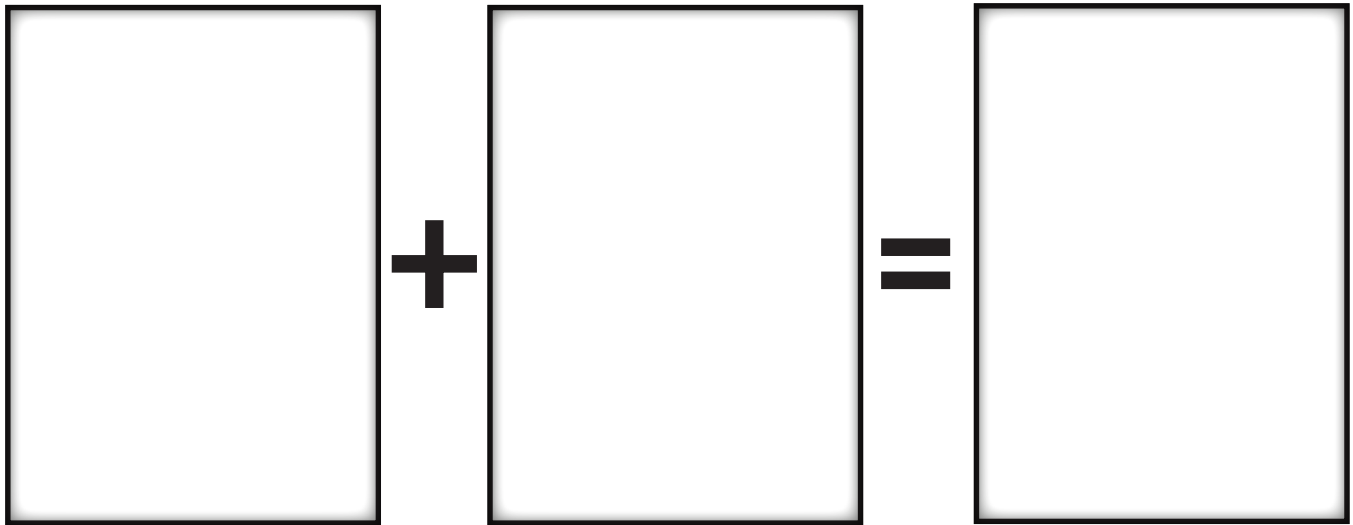
# Nursery Assessment - Numeracy Year Two

## Number Concepts and Sets:

Names combinations of sets of 9.

### Instructions for Administration:

Have children complete the number sentence below, and fill the empty blocks with objects matching the numerals.



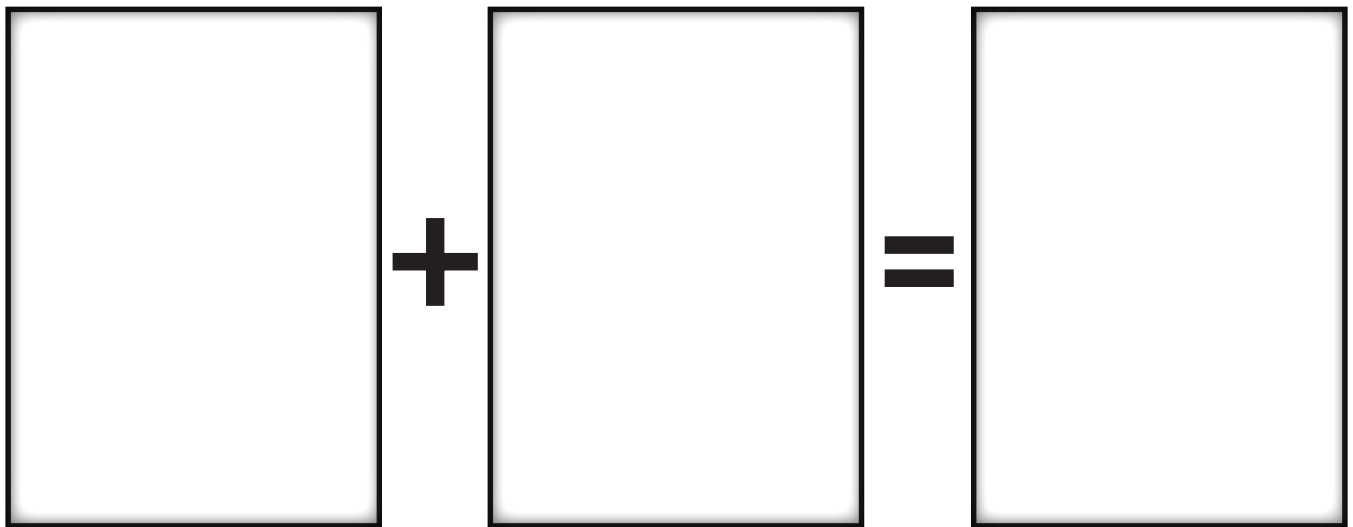
6

and

3

makes

9



1

and

8

makes

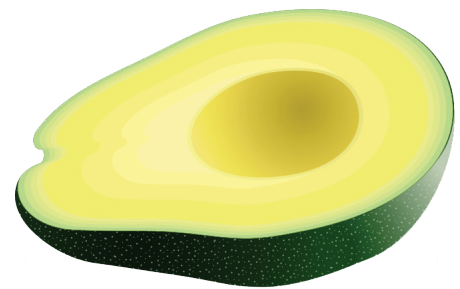
# Nursery Assessment - Numeracy Year Two

## Common Fractions:

Identifies the whole and half of a whole.

## Instructions for Administration:

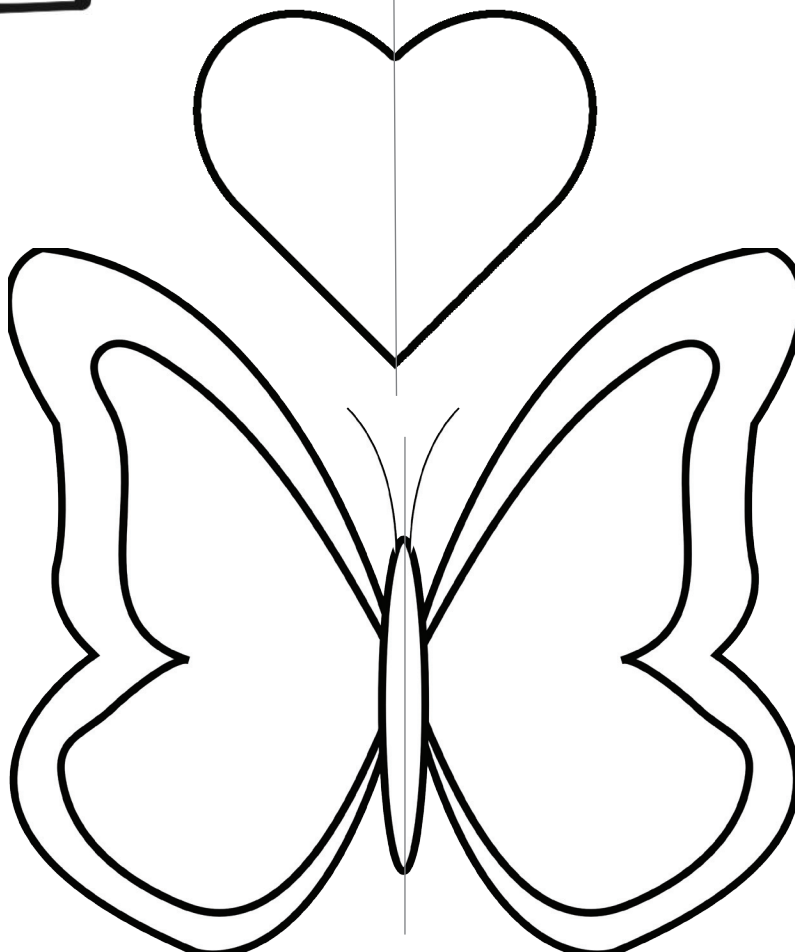
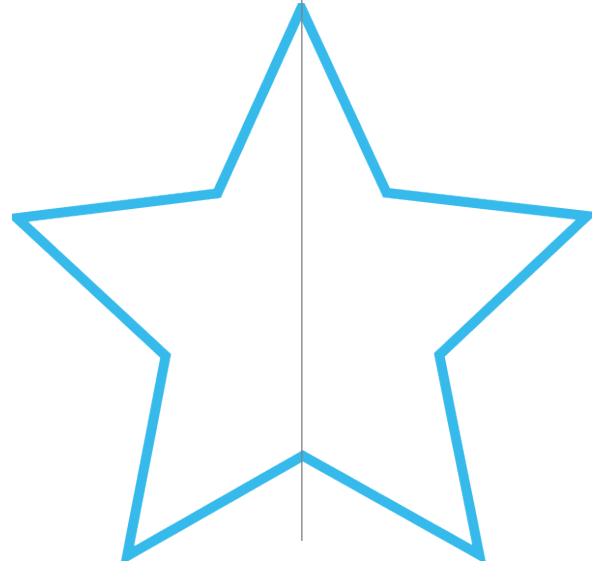
Have children talk about the pictures, and draw a line from the picture of the whole fruit to the picture of the half fruit.



# Nursery Assessment - Numeracy Year Two

**Common Fractions:**  
Identifies half of an object.

**Instructions for Administration:**  
Have children colour **one half** of each picture.



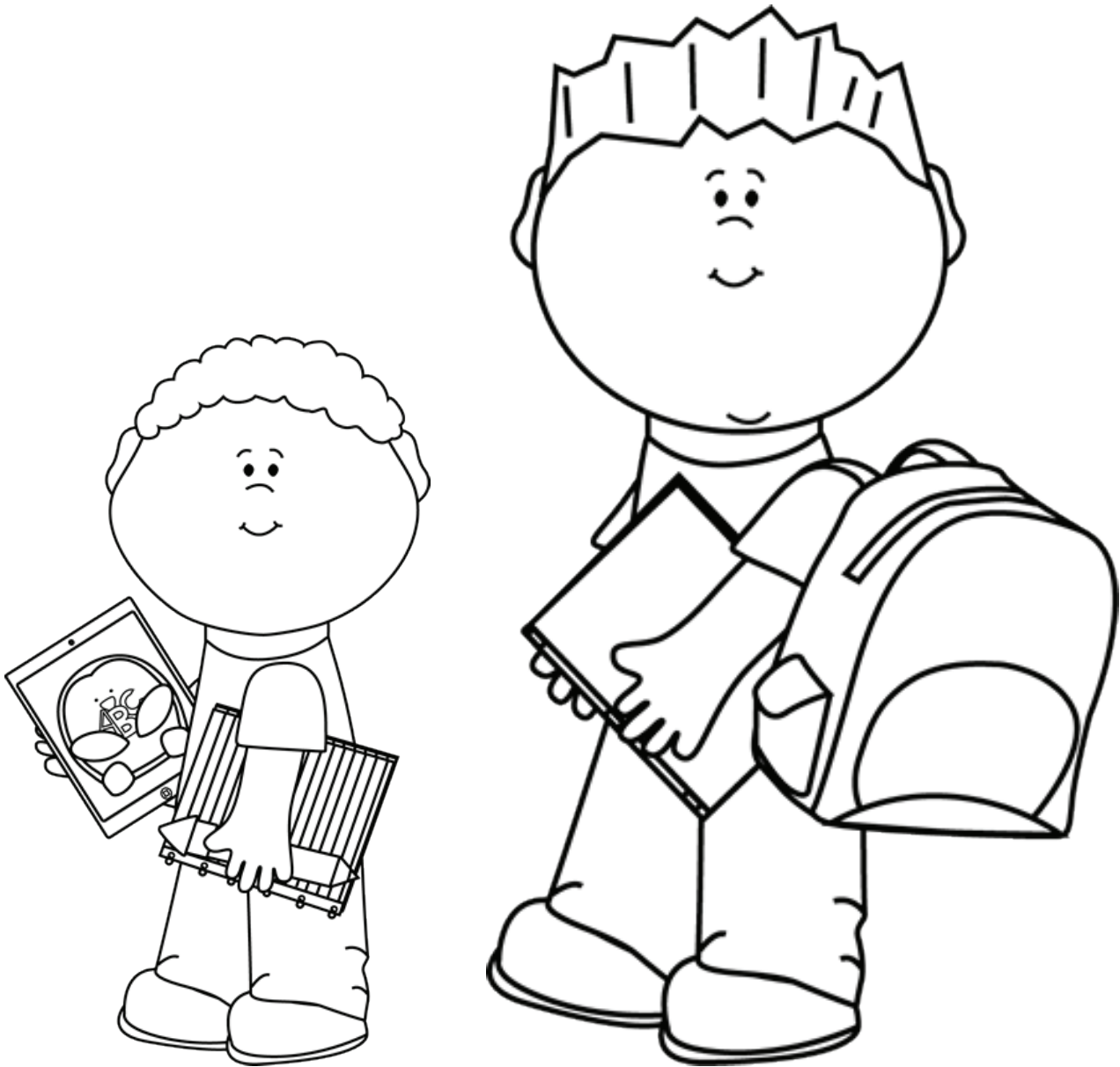
# Nursery Assessment - Numeracy Year Two

## Measurements (lengths and Heights):

Compares lengths and heights of objects using the appropriate vocabulary (tall, taller, tallest, long, longer, longest, short, shorter, shortest).

## Instructions for Administration:

Have children colour the **taller** person in the picture.



# Nursery Assessment - Numeracy Year Two

## Measurements (lengths and Heights):

Compares lengths and heights of objects using the appropriate vocabulary (tall, taller, tallest, long, longer, longest, short, shorter, shortest).

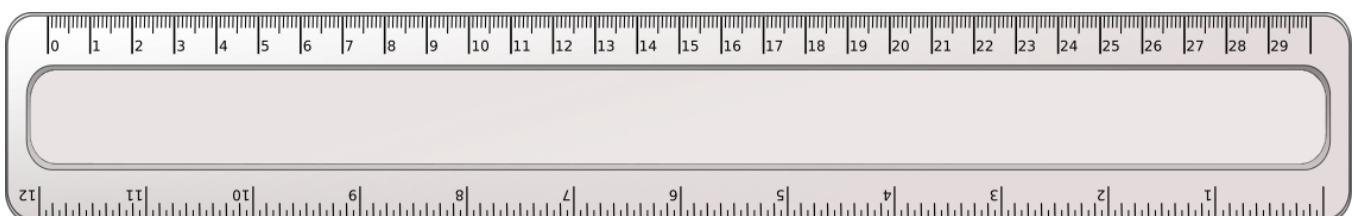
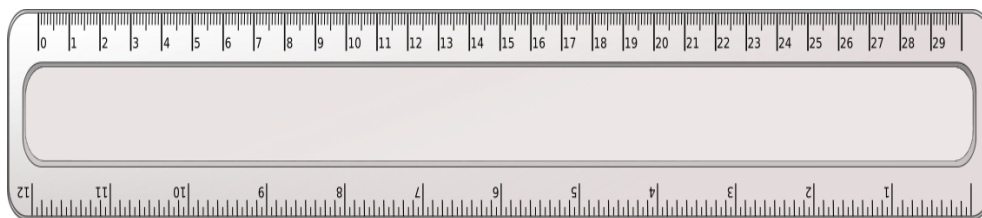
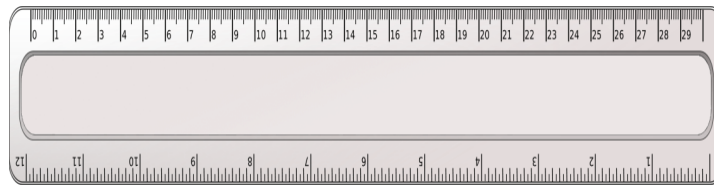
## Instructions for Administration:

Have children colour the **shortest** jar in the picture.



## Instructions for Administration:

Have children put an X on the **long** ruler in the picture.



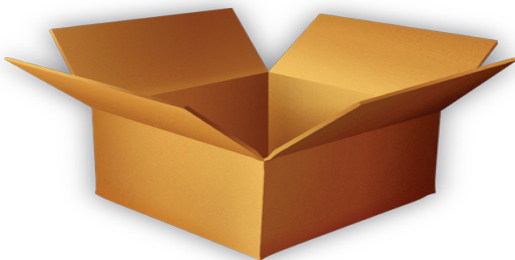
# Nursery Assessment - Numeracy Year Two

## Capacity:

Uses appropriate vocabulary (holds more than, holds less than)

## Instructions for Administration:

Have children put an X on the container that holds **more** in each group.





# Nursery Assessment - Numeracy Year Two

## Capacity:

Uses appropriate vocabulary (holds more than, holds less than)

## Instructions for Administration:

Have children draw a circle around the container that holds less in each group.



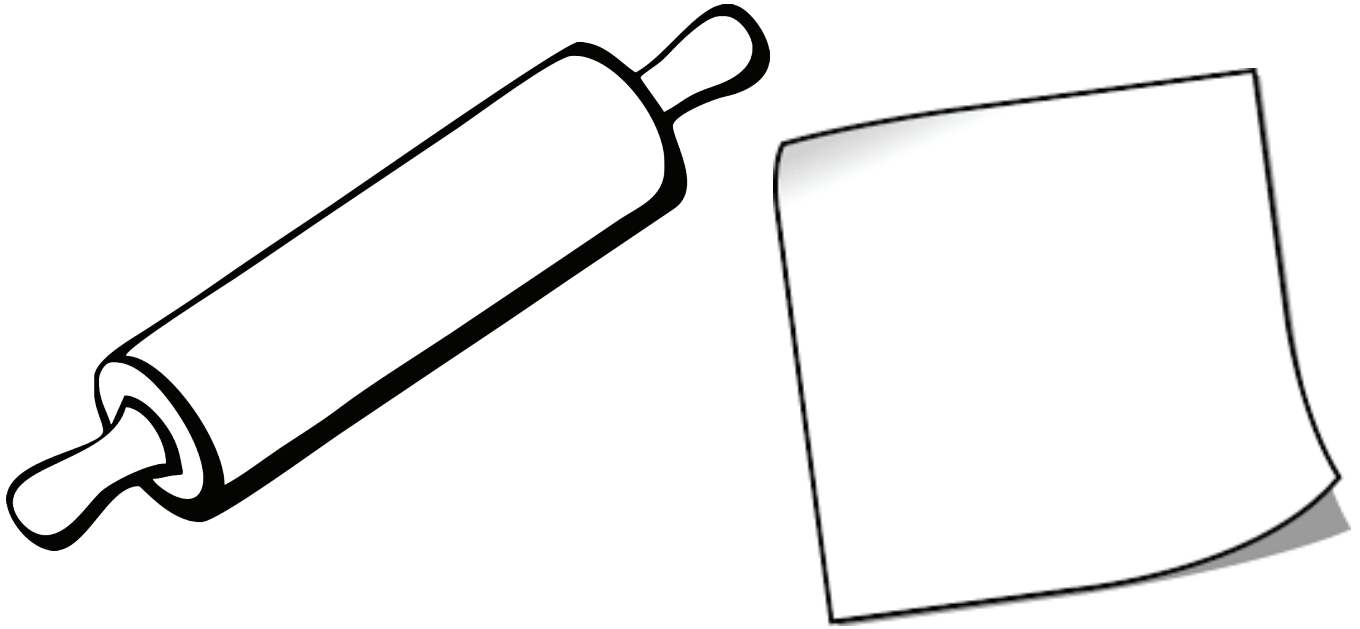
# Nursery Assessment - Numeracy Year Two

## Mass:

Uses appropriate vocabulary (heavy, heavier, light, lighter )

## Instructions for Administration:

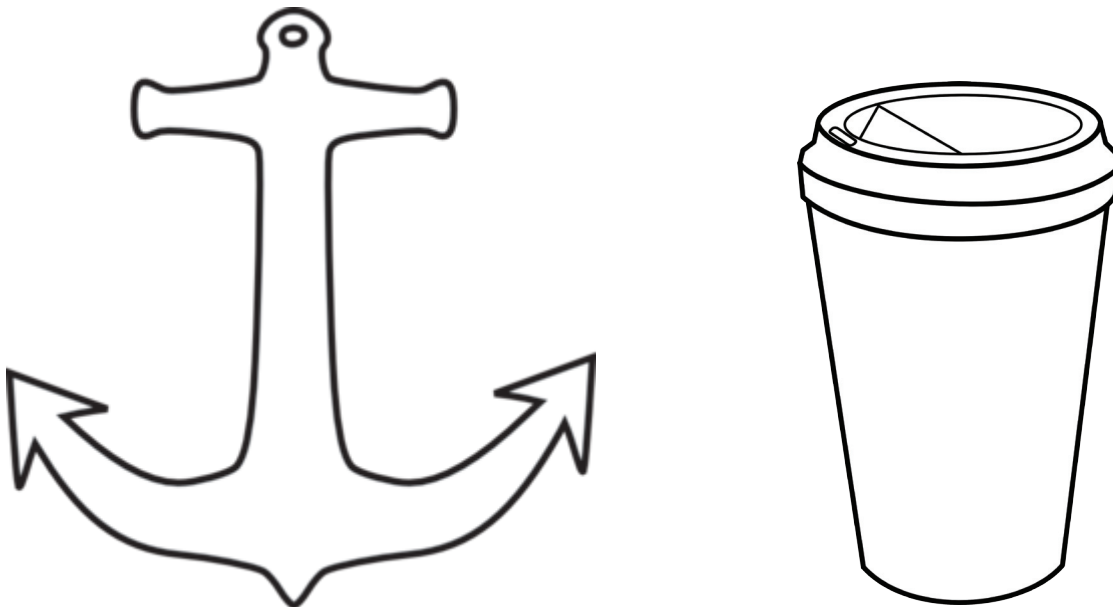
Have children colour the **heavier** object.



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## Instructions for Administration:

Have children colour the **heavier** object.



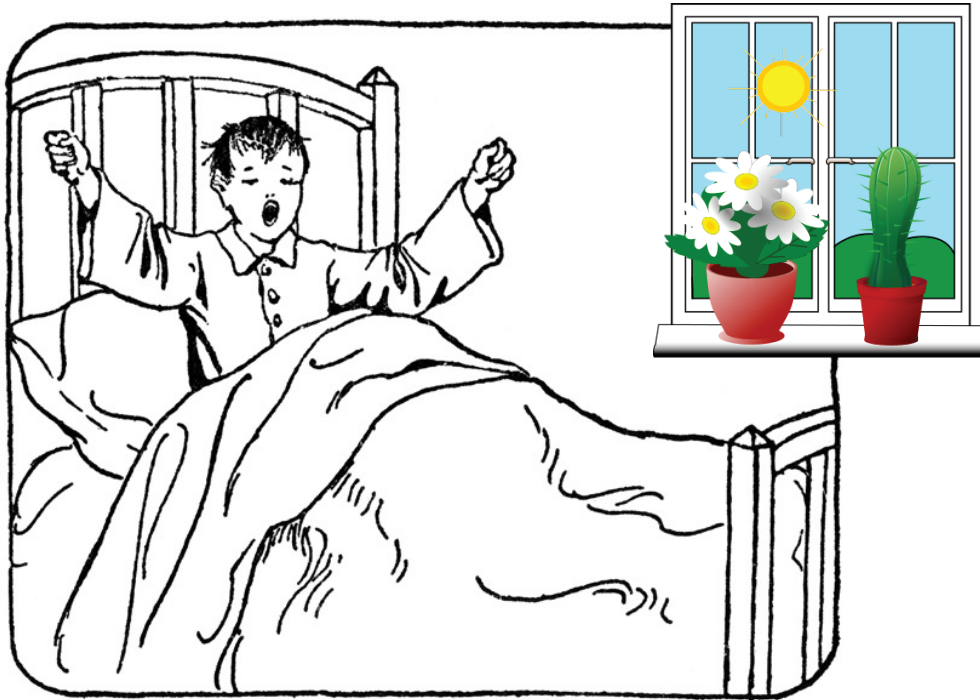
# Nursery Assessment - Numeracy Year Two

## Time:

Differentiates between times of the day

## Instructions for Administration:

Have children colour the picture that shows day.



# Nursery Assessment - Numeracy Year Two

## OBSERVATIONAL CHECKLIST *Revised May, 2015*

### Mathematics: *Ages 4 Years 9 Months - 5 Years 9 Months*

| <b>A: Number concepts and sets</b>                                 | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|--|-----------------|--------------------|---------------------|
| Rote counts to twenty  |                 |                    |                     |
| Counts sets of objects: 1 - 10                                     |                 |                    |                     |
| Makes sets with 1 - 10 objects                                     |                 |                    |                     |
| Matches the correct numeral to represent 1- 5 objects              |                 |                    |                     |
| Identifies numerals 1 - 10   |                 |                    |                     |
| Sorts a group of objects into one category (size, shape or colour) |                 |                    |                     |
| Makes and breaks sets to the value of 9                            |                 |                    |                     |
| Uses number language, 'more', 'less', 'more than', 'less than'     |                 |                    |                     |

| <b>B: Common Fractions</b>                 | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|--|-----------------|--------------------|---------------------|
| Identifies whole object and half an object |                 |                    |                     |

# Nursery Assessment - Numeracy Year Two

## OBSERVATIONAL CHECKLIST *Revised May, 2015*

### Mathematics: *Ages 4 Years 9 Months - 5 Years 9 Months*

| <b>C: Measurements / Capacity / Mass / Money</b>  | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|---|-----------------|--------------------|---------------------|
| Identifies objects which are the same or different  |                 |                    |                     |
| Identifies lengths (long, short)  |                 |                    |                     |
| Correctly identifies comparatives for tall, short & long  |                 |                    |                     |
| Uses terms: holds more than, holds less than and holds the same as, to compare capacity of containers |                 |                    |                     |
| Correctly uses heavy, heavier, light, lighter   |                 |                    |                     |
| Recognizes currency: \$1, \$5, \$10, coins, \$20, \$100 note  |                 |                    |                     |

| <b>D: Time</b>   | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|--|-----------------|--------------------|---------------------|
| 15<br>Uses calendar as a means of telling time, day, name of month |                 |                    |                     |
| Identifies days of the week  |                 |                    |                     |

| <b>E: Positional relationship</b>   | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|---|-----------------|--------------------|---------------------|
| Identifies spatial relationships: in, on, on top of, under, in front of, behind |                 |                    |                     |

| <b>F: Shapes</b>   | <b>ATTAINED</b> | <b>IN PROGRESS</b> | <b>NOT ATTAINED</b> |
|--|-----------------|--------------------|---------------------|
| Identifies basic shapes (circle, triangle, square and rectangle) |                 |                    |                     |

# Nursery Assessment - Numeracy Year Two

## OBSERVATIONAL CHECKLIST *Revised May, 2015*

### Mathematics: *Ages 4 Years 9 Months - 5 Years 9 Months*

| Social and Emotional Development   | ATTAINED | IN PROGRESS | NOT ATTAINED |
|--|----------|-------------|--------------|
| Co-operates with adults/peers  |          |             |              |
| Uses toilet facilities independently   |          |             |              |
| Shares and takes turns   |          |             |              |
| Respects and cares for personal and others' property   |          |             |              |
| Regularly uses simple courtesy: Please, Thank you,<br>Excuse me; Greetings: Good Morning, Good Afternoon<br>Recognizes currency: \$1, \$5, \$10, coins, \$20, \$100 note |          |             |              |
| Express their feelings in an appropriate way   |          |             |              |
| Willing participates in activities   |          |             |              |
| Follows classroom routines and procedures  |          |             |              |

| Creative Development  | ATTAINED | IN PROGRESS | NOT ATTAINED |
|---|----------|-------------|--------------|
| Participates in songs and musical activities  |          |             |              |
| Identifies basic colours: red, yellow, blue, green,<br>black, white, orange, purple |          |             |              |
| Creates an original picture using a variety of<br>art materials                     |          |             |              |
| Participates in role play/drama   |          |             |              |
| Claps the rhythm to music/song  |          |             |              |

# Nursery Assessment - Numeracy Year Two

## OBSERVATIONAL CHECKLIST *Revised May, 2015*

### Mathematics: *Ages 4 Years 9 Months - 5 Years 9 Months*

| Physical Development                       | ATTAINED | IN PROGRESS | NOT ATTAINED |
|--|----------|-------------|--------------|
| Fits puzzles together easily (7-10 pieces) |          |             |              |
| Uses scissors to cut paper                 |          |             |              |
| Throws a ball/bean bag at a target         |          |             |              |
| Catches a ball with both hands             |          |             |              |
| Hops on one foot                           |          |             |              |
| Balances on one foot for 10 seconds        |          |             |              |
| Can kick a ball                            |          |             |              |
| Is able to button clothes on his/her own   |          |             |              |

#### NOTES

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