

# **Let's Go to the Videotape: Assessing Number Knowledge**

# Reflecting on the Documentation

---

- **What does this video reveal about Malachi's number sense and strategies?**
  - **What does the video reveal about Diana's number sense and strategies?**
  - **As Ms. Copley reviews the video, how might she record what she learned about the children?**
-

# Capturing One-to-One Correspondence

---

	1	2	3	4	5	6	7	8	9	10	11	12	13
Malachi													
Diana													
...													

**Write a checkmark or the date when a child counts to a certain quantity with one-to-one correspondence.**

---

# Track Skills and Strategies

	Counts touching cubes using 1:1 correspondence	Tells 1 more without counting ( $N + 1$ )	Counts in sequence	Can state number of units without counting	Cardinality – can state how many total	Uses fingers to represent numbers correctly (1:1)
Malachi	3.4.5	Showed on fingers: $3 + 1$ and $4 + 1$	1 to 10	No	Recounts or shows fingers	4, 5
Diana	5, 9, <del>9</del> , 9, 10, 11, 13, 14	$9 + 1$ $10 + 1$ $13 + 1$	1 to 29 (then said “twenty- ten”)	5	Yes	--
...						

# Interpreting the Observation

---

- **Hypothesis Building**
  - **Connecting to the Child Outcomes Framework**
-

# Next Steps

---

- **Large Group Instruction**
  - **Individualized Instruction**
  - **Planning for Assessment**
-