

Multi-Digit Number Sense Assessment

Name: _____ Date: _____

Subitizing/Spatial Relationships	/7
Counting/Cardinality	/8
One/Two More/Less	/12
Benchmarks	/11
Part-Part- Whole	/7
Total	/45

Subitizing/Spatial Relation score _____ out of 7

Observations

4NBT2	<p>1. “Without using digits, show me 34 on your paper. Draw this however it is quickest for you to show 34.”</p> <ul style="list-style-type: none"> ○ Draws 34 with groups of 10 (2) ○ Draws 34 individual items(1) ○ Does not draw 34 (0) 	
4NBT2	<p>2. “Tell me how many dots/items you see.” <i>(Display the 37 multi-digit subitizing cards. If correct show 53 card)</i></p> <ul style="list-style-type: none"> ○ Says correct amount within 3 sec without counting (2) ○ Counts each dot one-by-one (1) ○ Any Incorrect (0) 	<p>37 ____</p> <p>53 ____</p>
4NBT2	<p>3. “I’m going to flash two pictures. Tell what is the same/different between these two pictures.” <i>(Display card with 2 groups of 10 and 3 ones and the other with 3 groups of 10 and 3 ones.)**Show the first card for a few seconds, remove it from view, show the 2nd card and ask, “What is the same/different from the first card?” - if cannot tell then show both pictures at the same time.</i></p> <ul style="list-style-type: none"> ○ Can describe what is same/different when both cards are not in front of them(3) ○ Can describe what is same/different with cards in front of them(2) ○ Determines the amount on each card, then states they have different amounts (1) ○ Doesn’t know what is the same or different.(0) 	



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Counting/Cardinality score ____ out of 8

Observations

<p>3OA9 4OA5</p>	<p>1. “Start counting forwards from 496.” <i>Stop student at 502.</i> “Now, count back from 721.” <i>Stop student at 715.</i></p> <ul style="list-style-type: none"> ○ Both Correct & Fluent(2) ○ Any Delayed yet All Correct or only one correct(1) ○ Any Incorrect(0) 	<p>496,497, 498, 499, 500, 501, 502</p> <hr/> <p>721,720, 719, 718, 717, 716, 715</p>
<p>3OA9 4OA5</p>	<p>2. “Start at 52 and count up by 3’s.”</p> <ul style="list-style-type: none"> ○ Correct & Fluent(2) ○ Any Delayed yet All Correct(1) ○ Any Incorrect(0) 	<p>52, 55, 58, 61, 64, 67, 70, 73, 76, 79, 82, 85</p>
<p>4NBT2</p>	<p>3. <i>Show image of 43 ones. Say, “This is 43, how many tens and ones will there be?”</i></p> <ul style="list-style-type: none"> ○ Gives answer of 4 tens and 3 ones instantly. (2) ○ Counts and groups the items to give correct answer.(1) ○ Incorrect answer (0) 	<p>4 tens 3 ones</p>
<p>3OA1 4OA1</p>	<p>4. <i>Display a group of counters. Say, “Use the counters to show 5 groups of 3.”</i></p> <ul style="list-style-type: none"> ○ Correctly displays 5 groups of 3. (2) ○ Displays 15 counters but does not group them.(1) ○ Incorrect answer (0) 	



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One/Two More/Less score _____ out of 12

Observations

<p>3OA9 3NBT2 4NBT4</p>	<p>1. Show numeral 37, “What number is one more than this number?” (If correct, do the same for 116 & 5735) Next show 52 and ask, “What is 2 more than this number?” (If correct give 265 and 1834)</p> <ul style="list-style-type: none"> ○ Correct answer when presented with larger number (3) ○ Correct answer for +1 & +2 (2) ○ Correct answer for +1(1) ○ Incorrect answer (0) Try smaller numeral 	<p style="text-align: right;">1more</p> <p>38 ____ 117 ____ 5736 ____</p> <hr/> <p style="text-align: right;">2 more</p> <p>54 ____ 267 ____ 1836 ____</p>
<p>3OA9 3NBT2 4NBT4</p>	<p>2. Show numeral 46 and ask, “What number is one less than this number?” (If correct give 253 & 3759) Next show 85 and ask, “What is 2 less than this number?”(If correct give 328 and 7593)</p> <ul style="list-style-type: none"> ○ Correct answer when presented with larger number (3) ○ Correct answer for -1 & -2 (2) ○ Correct answer for -1 (1) ○ Incorrect answer (0) Try smaller numeral 	<p style="text-align: right;">1 Less</p> <p>45 ____ 252 ____ 3758 ____</p> <hr/> <p style="text-align: right;">2 Less</p> <p>83 ____ 326 ____ 7591 ____</p>
<p>3OA9 3NBT2 4NBT4</p>	<p>3. Show numeral 74 and ask, “What number is 10 more than this number?” (Do the same for 389 and 2863) Show 37 and ask, “What number is 10 less?” (Do the same for 968 and 4629)</p> <ul style="list-style-type: none"> ○ Correct answer when presented with larger number (3) ○ Correct answer for +10 & -10(2) ○ Correct answer for +10 (1) ○ Incorrect answer (0) Try smaller numeral 	<p style="text-align: right;">10 More</p> <p>84 ____ 399 ____ 2873 ____</p> <hr/> <p style="text-align: right;">10 Less</p> <p>27 ____ 958 ____ 4619 ____</p>
<p>3OA9 3NBT2 4NBT4</p>	<p>4. Show numeral 258 and ask, “What number is 100 more than this number?”(Do the same for 5613 and 12,863) Give 764 and ask, “What number is 100 less?”(Do the same for 1,391and 24,629)</p> <ul style="list-style-type: none"> ○ Correct answer when presented with larger number (3) ○ Correct answer for +100 & -100(2) ○ Correct answer for +100 (1) ○ Incorrect answer (0) Try smaller numeral 	<p style="text-align: right;">100 More</p> <p>358 ____ 5713 ____ 12963 ____</p> <hr/> <p style="text-align: right;">100 Less</p> <p>664 ____ 1291 ____ 24,529 ____</p>



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Benchmark 5 & 10 score _____ out of 11

Observations

4NBT2	<p>1. Give a number line that has 0 & 100 on each end. “Show me where 45 would go on this number line. Explain your thinking.”</p> <ul style="list-style-type: none"> ○ Uses halfway benchmark of 50 to determine where 45 goes (2) ○ Gets in the general area of where 45 should be (1) ○ Does not give correct response (0) 	
3NBT2 4NBT4	<p>2. “If I have 35, how much more do I need to get to 50?” If cannot do this - have them show the amount with base 10 blocks and then figure out how many are needed.</p> <ul style="list-style-type: none"> ○ Just know you need to add 15 (3) ○ Adds groups to get to 50 (5 to get 40, then 10 to 50) (2) ○ Counts one-by-one (1) ○ Cannot do the task (0) 	
3NBT2 4NBT4	<p>3. “If I have 76, how much do I need to take away to get to 50?” If cannot do this - give base 10 blocks to figure how many to take away.</p> <ul style="list-style-type: none"> ○ Just know you need to take away 26 (3) ○ Subtracts groups to get to 50 (take away 6 to get to 70, then 20 to 50) (2) ○ Counts one-by-one (1) ○ Cannot do the task (0) 	
4NBT3	<p>4. Have an empty number line. Give the number, 435, then ask: “What two ‘hundreds’ is this number between?” or point to the end of the number line and say, “If I wanted to put a hundred at this end of the number line, which hundred would I put here? (If correct do the tens 83 would come between, and thousands 5729 would come between)</p> <ul style="list-style-type: none"> ○ Gives both benchmark amounts for different types of benchmark numbers (hundreds,tens, thousands) (3) ○ gives both benchmark numbers for only one problem (hundreds, tens or thousands) (2) ○ Can give one benchmark number (400 or 500) (1) ○ Cannot do the task (0) 	<p>435 = <u>400</u> <u>500</u></p> <p>83 = <u>80</u> <u>90</u></p> <p>5729= <u>5000</u> <u>6000</u></p>



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Part/Part/Whole score ____ out of 7

Observations

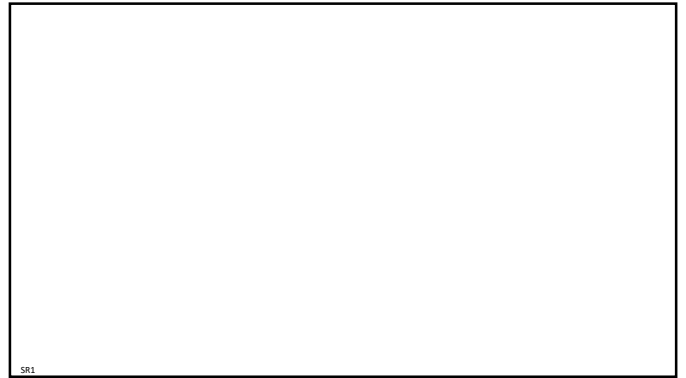
<p>3NBT2 4NBT4</p>	<p>1. Show the number 47. “What are some different ways or combinations to make this number? Using any operation, show me as many ways as you can think of.”</p> <ul style="list-style-type: none"> ○ Gives at least 3 ways to decompose 47. (3) ○ Gives 2 different ways to decompose/compose 47. (2) ○ Knows it can be 40 and 7, or only gives one way. (1) ○ Can’t show a way to make 47. (0) 	
<p>3NBT2 4NBT4</p>	<p>2. “I am going to show 36 with base 10 blocks.” Count them out loud so the student can hear. “Now, close your eyes. I am going to hide some of them.” Hide 13. “We had 36, but there are only these cubes left. How many did I hide?”</p> <ul style="list-style-type: none"> ○ Can tell within 5 seconds you hid 13. (2) ○ Counts one-by-one to figure out how many you hid. (1) ○ Cannot determine the amount hidden. (Try a smaller number and see if they can determine how many you hide.) (0) 	
<p>3NBT2 4NBT4</p>	<p>3. “This card has a total of 26 on it. The other two blue parts combine to make 26. How much is covered by the Post-it? If correct, show 15 and repeat.</p> <ul style="list-style-type: none"> ○ Can tell within 5 seconds how much is hiding. (2) ○ Counts or needs paper & pencil to determine amount. (1) ○ Does not give accurate answer. (Try a smaller amount & see if they can determine how much is covered. (0) 	<p>10 ____</p> <p>9 ____</p>



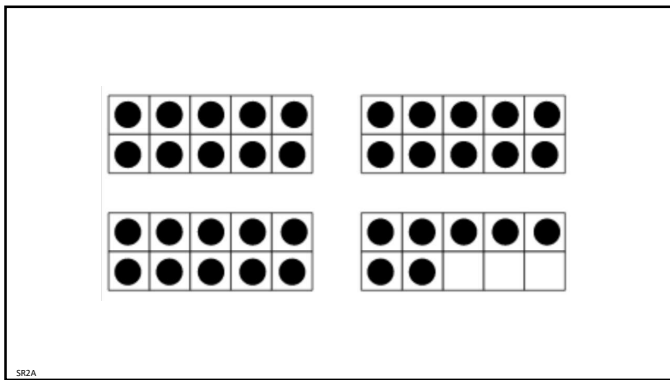
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3rd-5th Grade
Number Sense
Multi-Digit Assessment

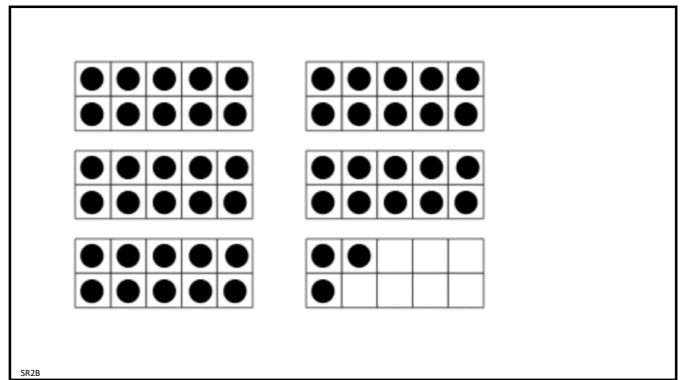
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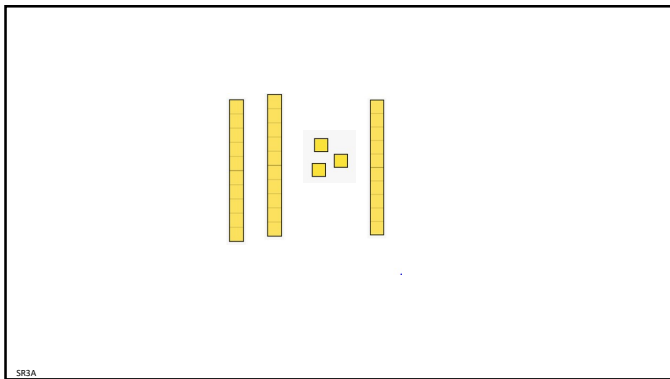
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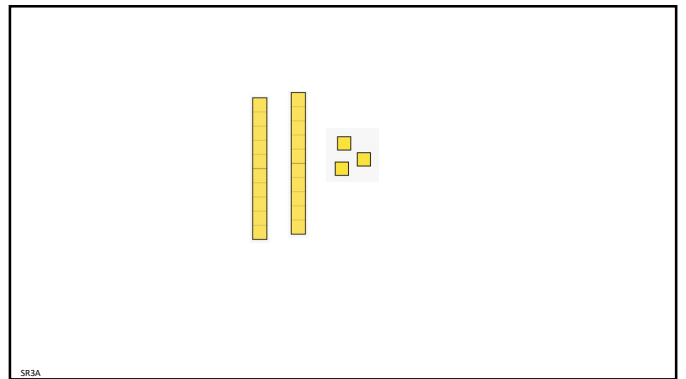
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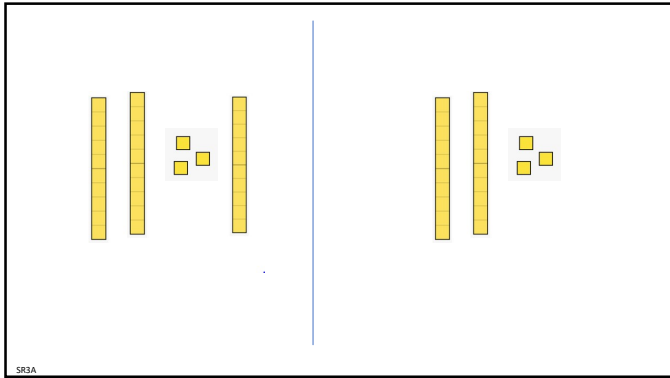
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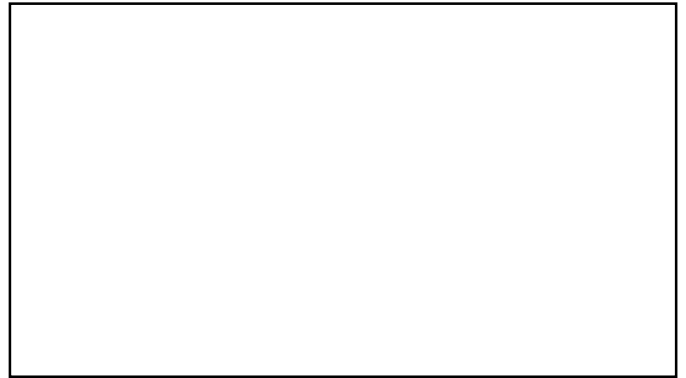
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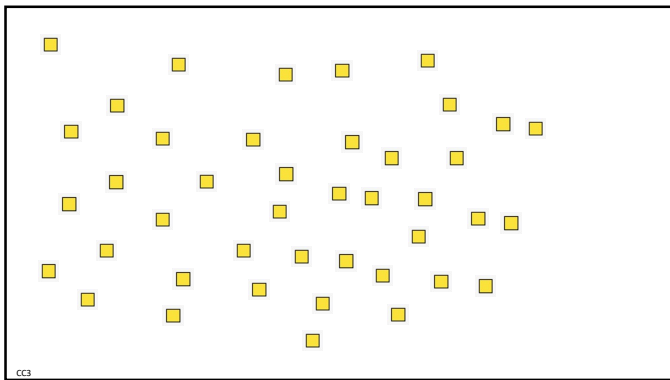
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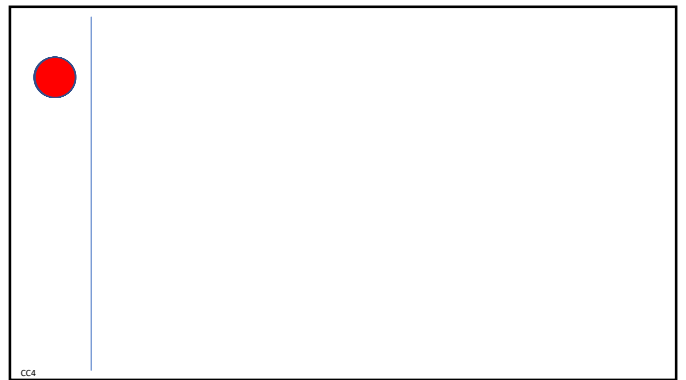
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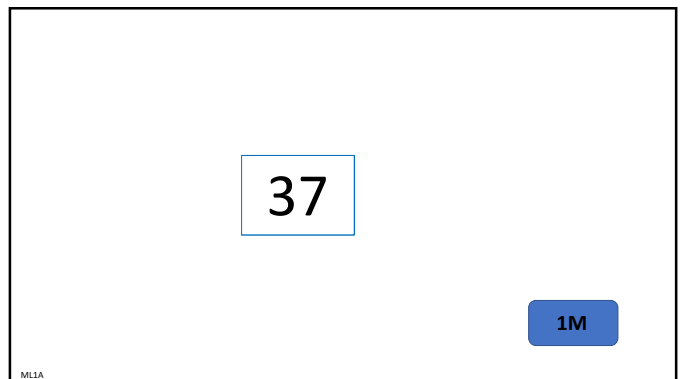
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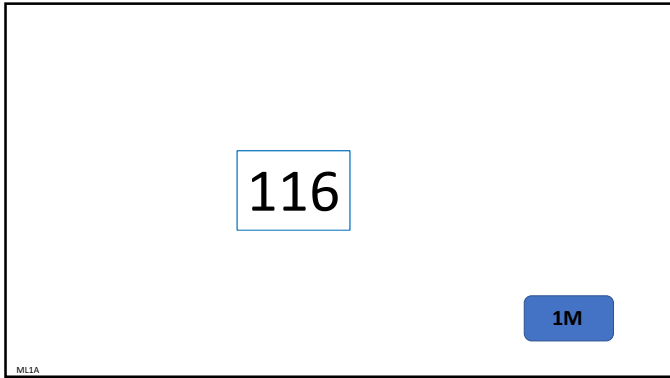
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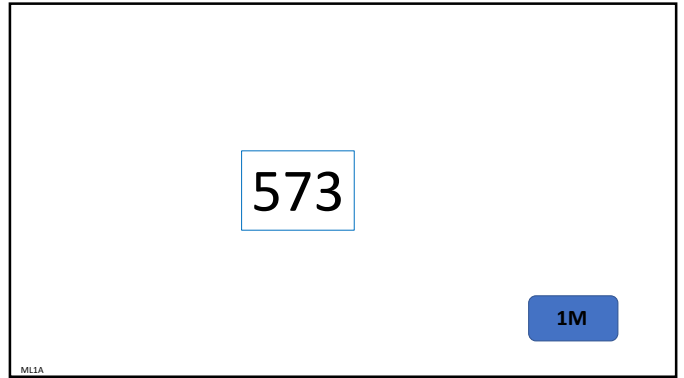
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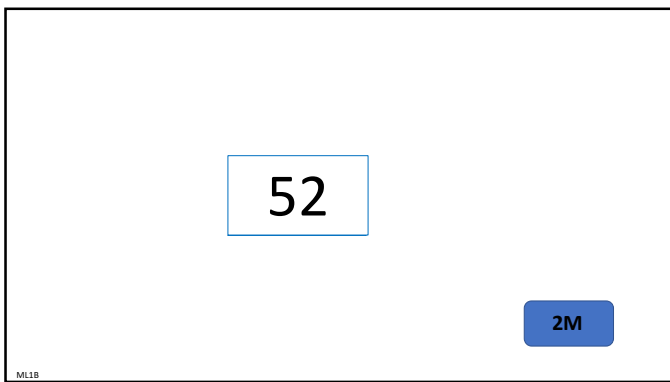
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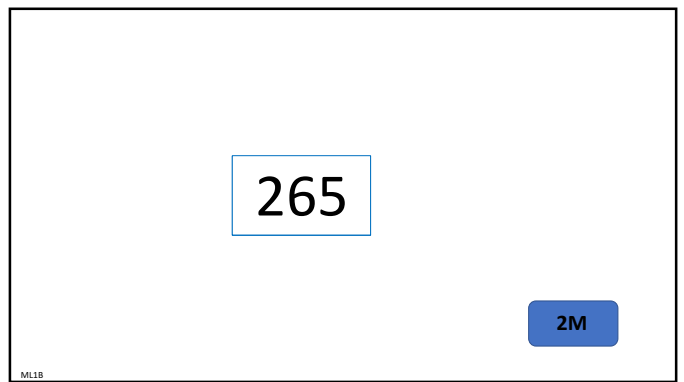
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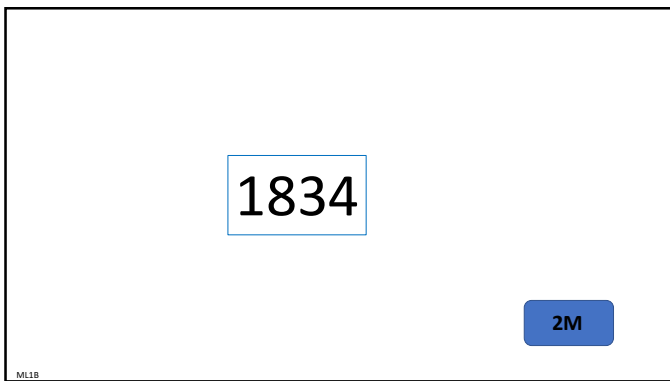
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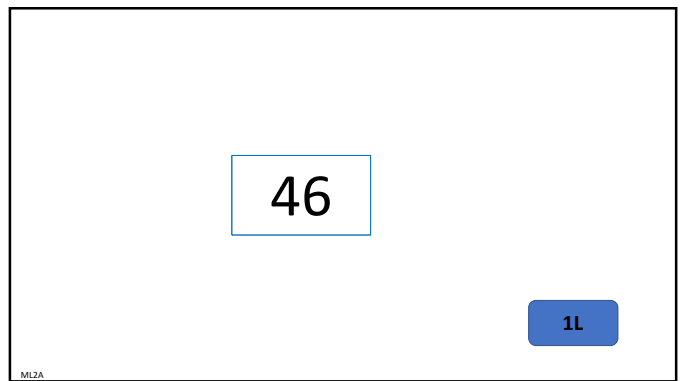
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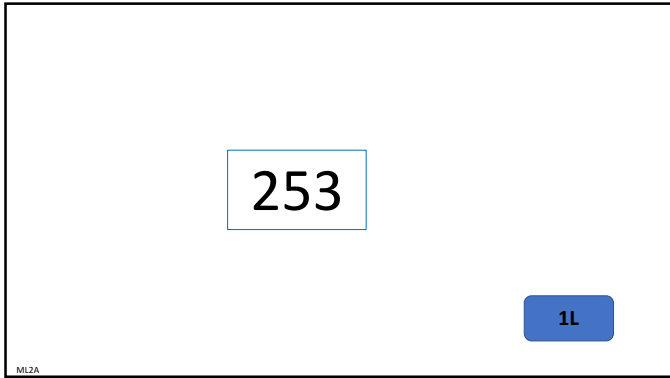
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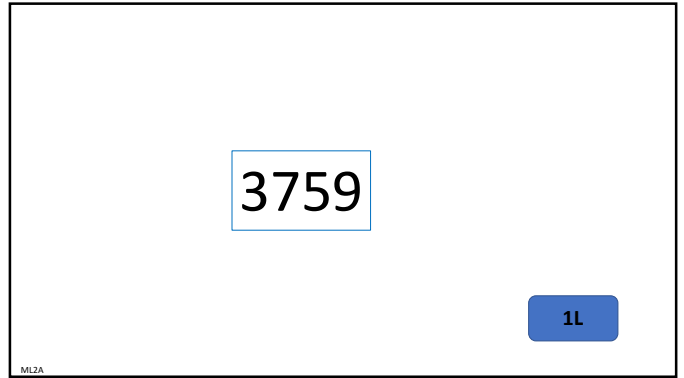
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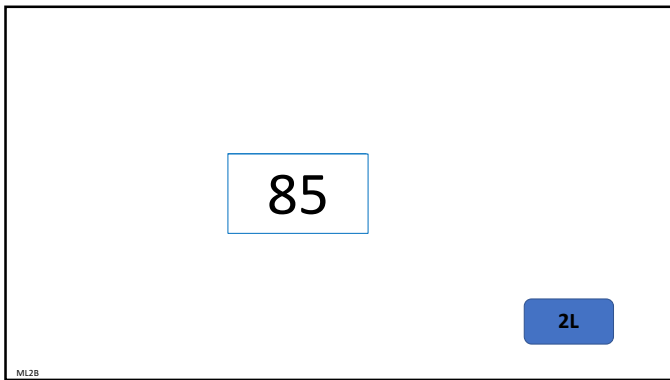
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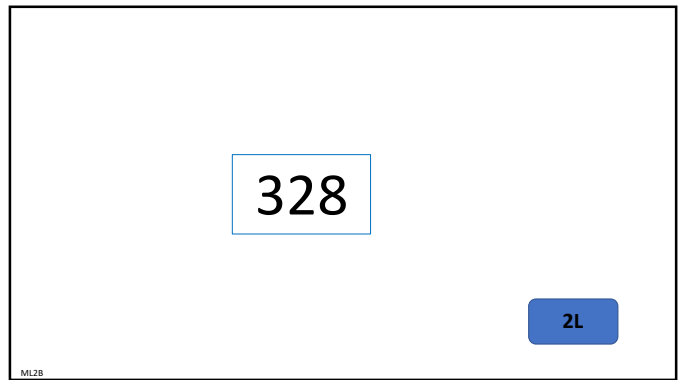
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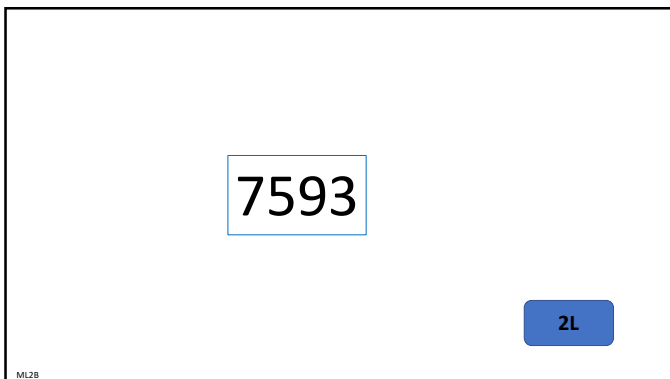
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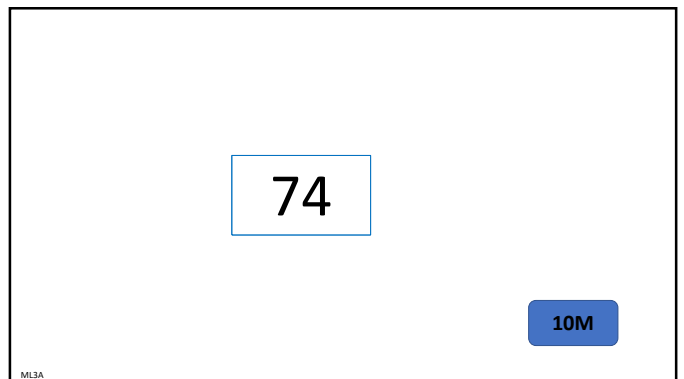
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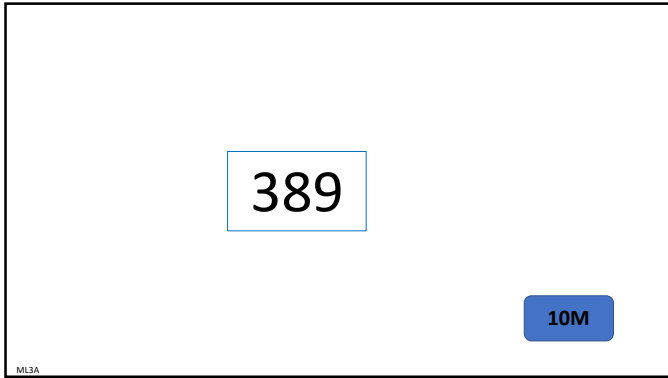
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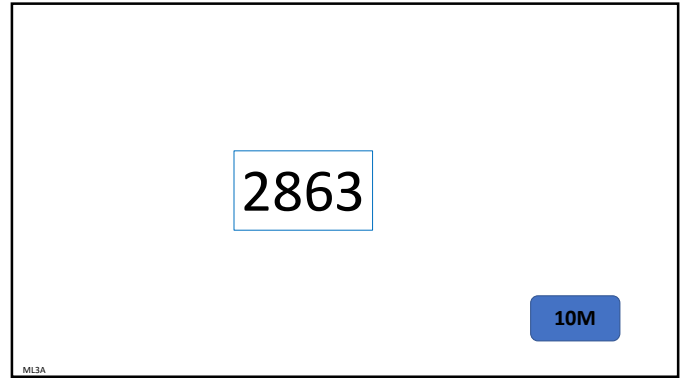
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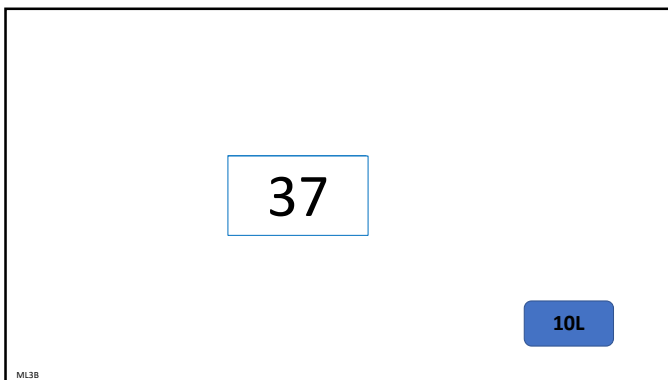
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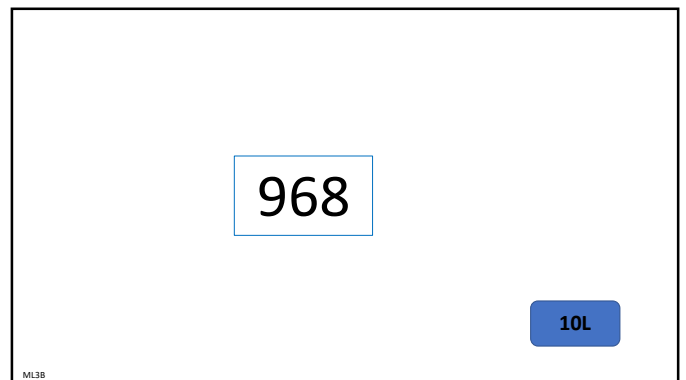
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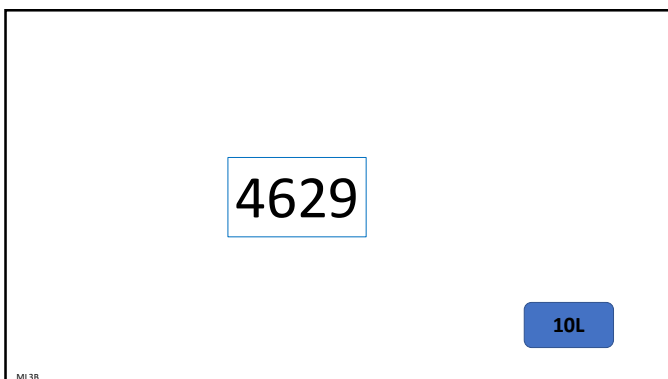
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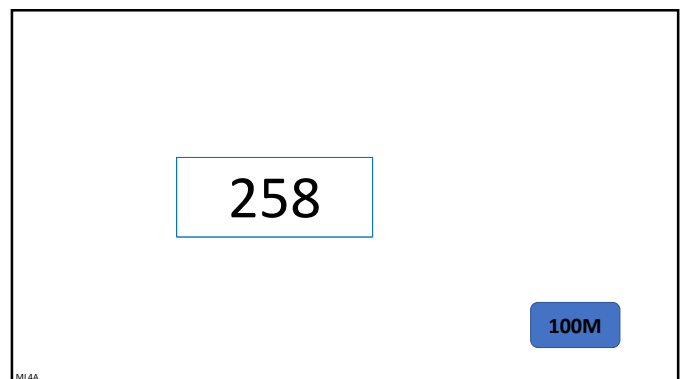
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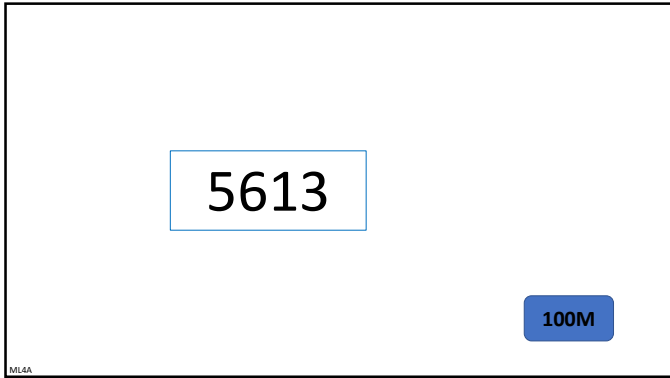
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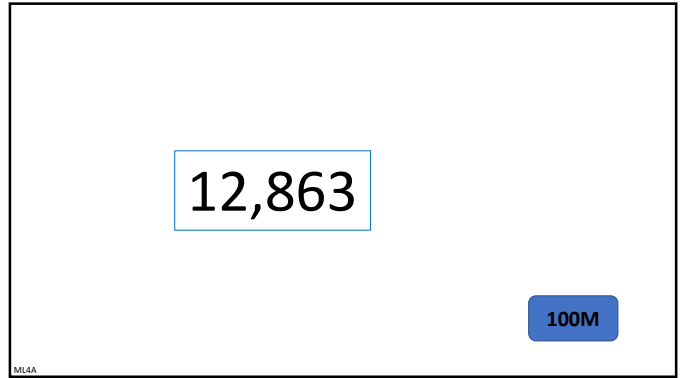
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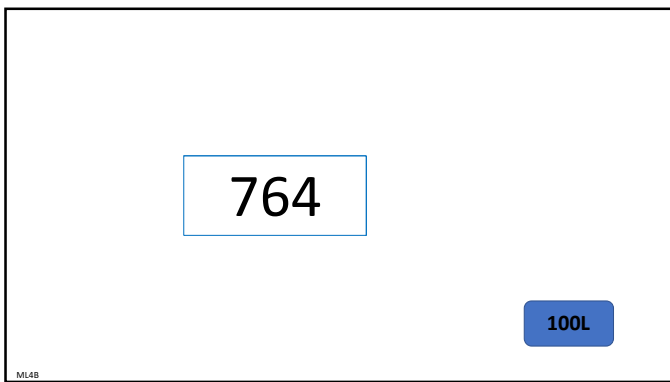
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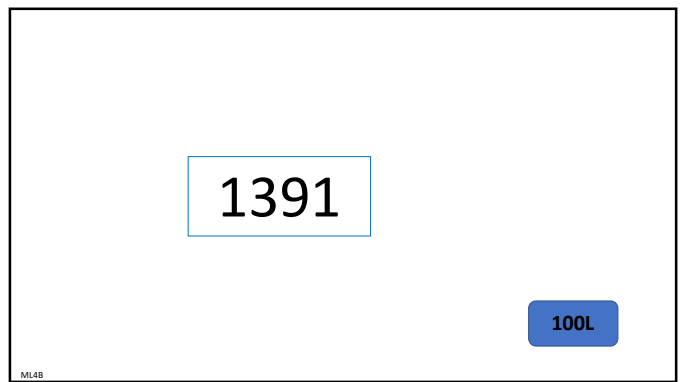
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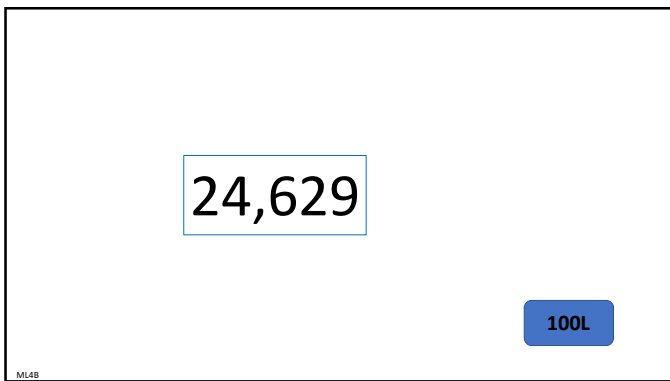
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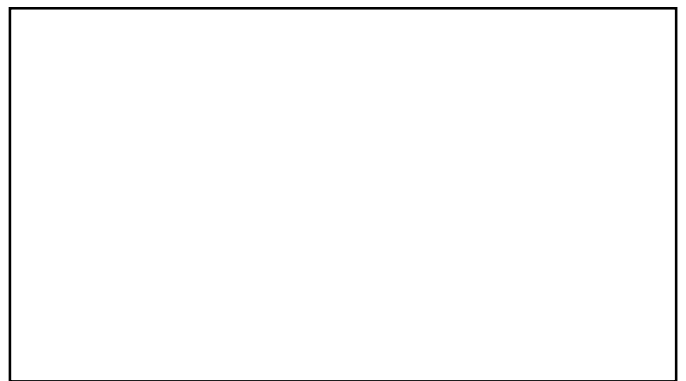
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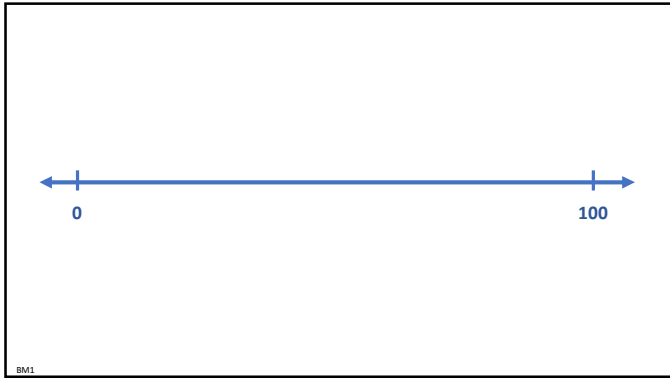
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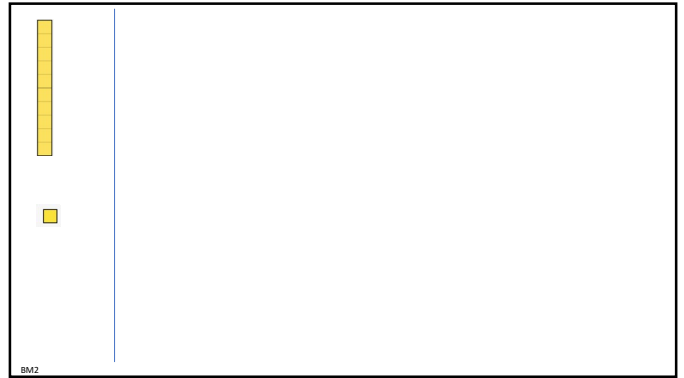
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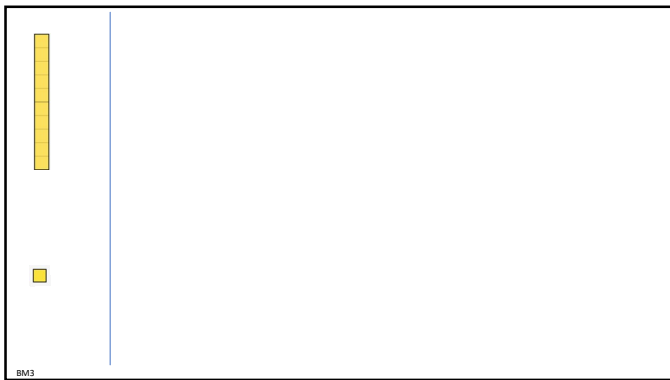
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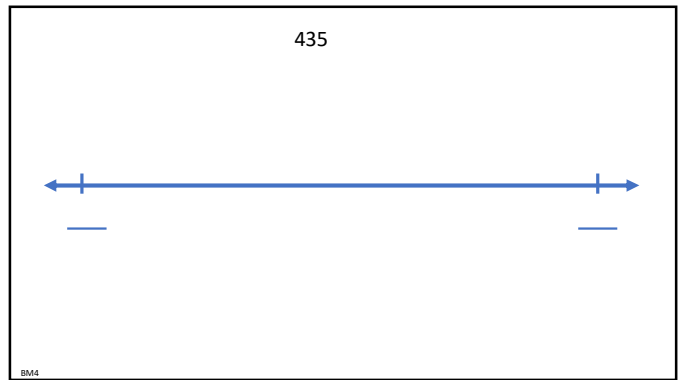
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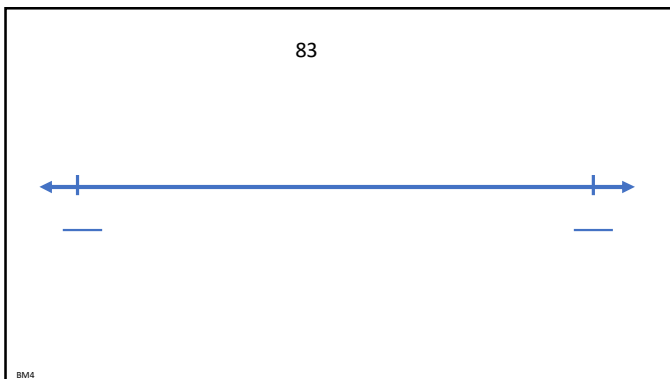
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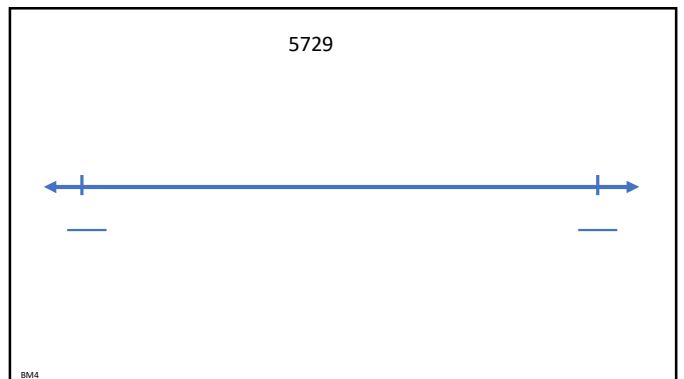
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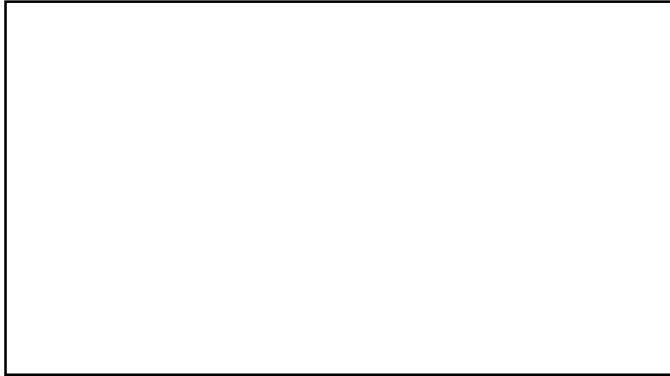
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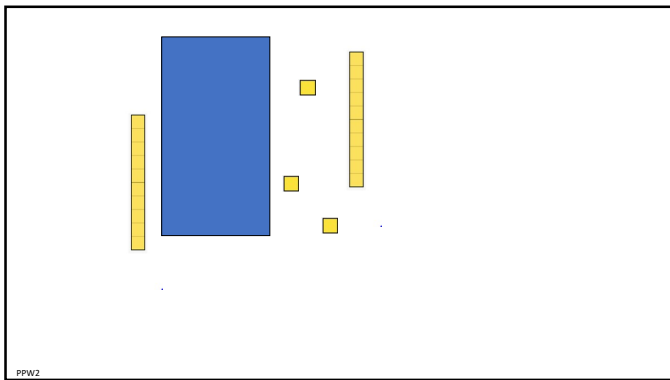
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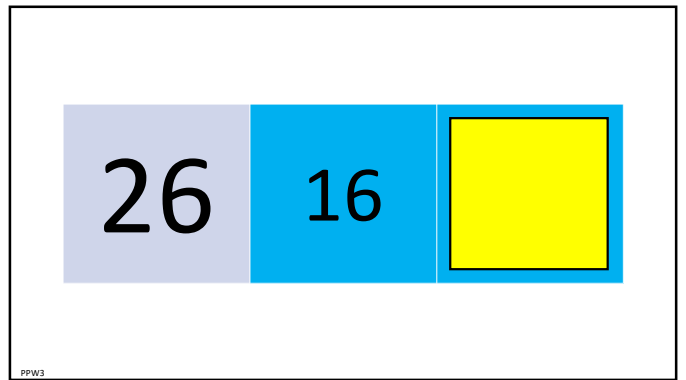
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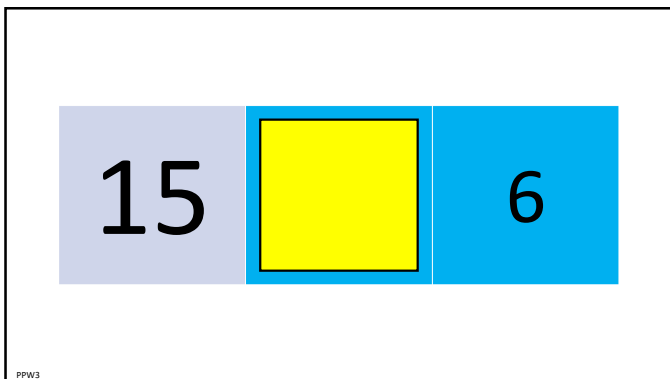
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