The Number Task: assessor's guide

From a sample action research with invented data (NASH Reviewer). One child at a time, about 8 to 10 minutes. It is a research task, not a DepEd assessment: it gives no grade and does not go into the Progress Report or the ECD Checklist.

Before the session

- A low table in a quiet corner the children know, with the door open and another adult in the room. Sit beside the child, not across.
- On the table: the 10 numeral cards in this order: 7, 2, 9, 4, 10, 1, 6, 3, 8, 5; the 10 pair cards in the order of the sheet; a plate of 10 bottle caps and an empty cup; the 6 number line sheets (2, 7, 4, 9, 6, 3) and a pencil; a ruler; a sticker.
- The scoring sheet carries only the child's code and the date. Do not write the child's session or name on it.

Ask first (assent)

"*Hello! May laro ako na may mga numero. Gusto mo bang maglaro kasama ko? Puwede kang tumigil kahit kailan.*"

("I have a game with numbers. Would you like to play with me? You can stop any time.") Use the child's home language if it helps. If the child says no, shakes their head, hides or will not come, do not assess today: try once more on another day of the week, and not after that. Tick the assent box on the sheet each time; another adult in the room who has no part in the study initials the box.

Rules for every part

- Accept an answer in any language (English, Filipino or the home language) and, in Parts B and D, a pointed answer.
- Give no sign of right or wrong. After each part say the same thing to every child: "*Salamat! Ang galing mong sumubok.*" ("Thank you! You tried so well.")
- The child's last answer counts when they change it at once. No answer after about 5 seconds: say "*Okay lang*" and go on; it scores 0.
- If the child says stop, or turns away and does not answer twice in a row, ask once: "*Gusto mo bang magpatuloy o magpahinga muna?*" ("Do you want to go on or rest first?") If the child wants to stop, end the session and finish the remaining parts on another day of the week.
- If the child cries, end the session at once, comfort the child and take them back to the teacher; finish another day only if the child wants to.
- Every child gets the sticker at the end, whatever their answers.

Part A. Naming numerals (10 points)

Show each card: "*Anong numero ito?*" ("What number is this?") 1 point for the right name.

Part B. Which is more? (10 points)

Two practice cards first, with feedback: 1 or 9, then 8 or 2. Then the 10 cards without feedback: "*Alin ang mas malaking numero?*" ("Which is the bigger number?") 1 point when the child names or points to the bigger one. Guessing gives about 5.

Part C. Give me (5 points)

"*Bigyan mo ako ng apat na tansan. Ilagay mo sa baso.*" *(apat na, dalawang, pitong, limang, siyam na)* ("Give me four bottle caps. Put them in the cup.") In this order: 4, 2, 7, 5, 9. When the child says they are done, count the caps in the cup: 1 point for exactly the number asked. Put the caps back on the plate each time.

Part D. The number line (measured, not scored right or wrong)

One sheet at a time, in this order: 2, 7, 4, 9, 6, 3. Point to each end: "*Kung dito ang 0 at dito ang 10, saan ang ___?*" ("If 0 goes here and 10 goes here, where does ___ go?") The child draws a short line across. If there are two marks, ask which is the answer and circle it. Afterward, measure from the 0 tick to the middle of the mark in millimeters. The estimate is mm ÷ 20; the error is |estimate − number| ÷ 10 × 100%.

A second scorer, when present, sits beside and scores alone on their own sheet, without comparing until the session ends, and measures the marks separately.

The Number Task: scoring sheet

Child's code		**Assessment (1, 2 or 3)**		**Date**	
Scorer	Assessor ☐ Second scorer ☐			**Try**	1st ☐ 2nd ☐
Assent	Said yes and came ☐ Not today ☐ Stopped after Part ___ (finish on: _____) Witness's initials _____				

A	**Card**	**1 or 0**
A1	7	
A2	2	
A3	9	
A4	4	
A5	10	
A6	1	
A7	6	
A8	3	
A9	8	
A10	5	
Part A		

B	**Pair**	**1 or 0**
B1	2 or 7	
B2	8 or 3	
B3	4 or 6	
B4	9 or 5	
B5	1 or 4	
B6	7 or 9	
B7	6 or 2	
B8	3 or 5	
B9	8 or 6	
B10	5 or 1	
Part B		

C	**Give**	**1 or 0**
C1	4	
C2	2	
C3	7	
C4	5	
C5	9	
Part C		

Total, A + B + C (0 to 25)	

D	**Number**	**Mark (mm from 0)**	**Estimate = mm ÷ 20**	**Error = |estimate − number| ÷ 10 × 100%**
D1	2			
D2	7			
D3	4			
D4	9			
D5	6			
D6	3			
Number line error: the mean of the six (%)				

Notes (what the child said or did that a reader of the scores should know):

Score each answer as the child gave it, never from what you think the child knows. Keep this sheet with the code list's keeper, apart from any list of names.

A sample with invented data, for teaching: nash.com.ph/blog/action-research-kindergarten · NASH Reviewer. Not a DepEd form. Print at 100% ("Actual size").

Part A. Numeral cards (cut along the dashes)

1	2
3	4
5	6

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7	8
9	10

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Part B. Pair cards (the first two are practice cards: 1 or 9, 8 or 2)

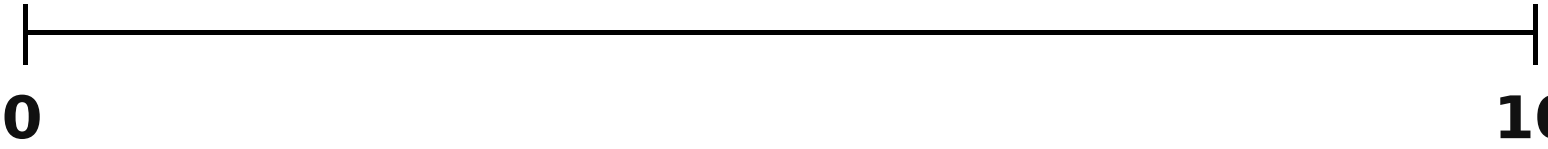
1 9	8 2
2 7	8 3
4 6	9 5

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1 4	7 9
6 2	3 5
8 6	5 1

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2



Code: _____ Assessment: ___ Number line, 2 · 200 mm from 0 to 10 when printed at 100%

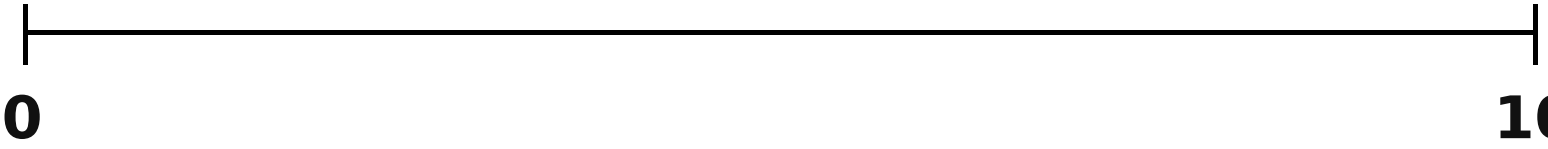
7



Code: _____ Assessment: ___ Number line, 7 · 200 mm from 0 to 10 when printed at 100%

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4



Code: _____ Assessment: ___ Number line, 4 · 200 mm from 0 to 10 when printed at 100%

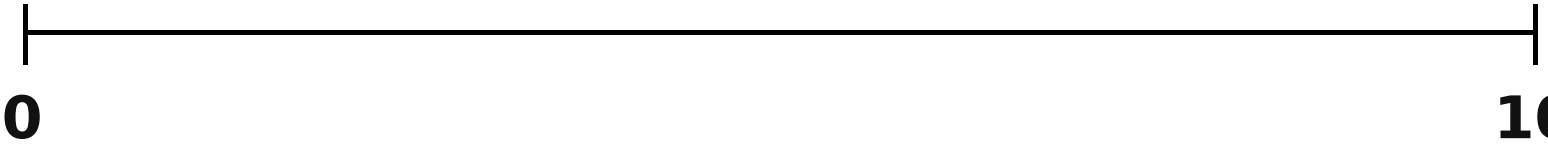
9



Code: _____ Assessment: ___ Number line, 9 · 200 mm from 0 to 10 when printed at 100%

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6



Code: _____ Assessment: ___ Number line, 6 · 200 mm from 0 to 10 when printed at 100%

3



Code: _____ Assessment: ___ Number line, 3 · 200 mm from 0 to 10 when printed at 100%

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