

## Phase 2 NWS, Counting, Structure of Number and Place Value Assessment

Phase 2 Progression Overview	Assessment Note	Marks
<p><b>Within 100;</b>  <b>I can say forward and backward number word sequences, starting from any number</b>  <b>I can say the number word after and number word before can say the next 2, 3, 4 numbers in a number word sequence</b>  <b>I can read, write, orders and recite numbers to 100 and partition numbers showing Zero as a place value holder</b></p>	Question 1	/9
<p><b>I can use repeated addition and skip counting</b>  <b>I can count in tens forwards and backwards on the decade, e.g. 40, 50, 60</b></p>	Question 2	/3
<p><b>I can use doubles and near doubles to 10</b></p>	Question 3	/2
<p><b>I can use inverse relationships of number sequences</b></p>	Question 4	/2
<b>TOTAL MARKS</b>		<b>/16</b>

	Question	Mark
1	<p><b>Within 100;</b> I can say forward and backward number word sequences, starting from any number I can say the number word after and number word before can say the next 2, 3, 4 numbers in a number word sequence I can read, write, orders and recite numbers to 100 and partition numbers showing zero as a place value holder</p> <p>a.) <b>Oral:</b></p> <p>Count forwards from 57 to 80</p> <p>b.) Count backwards from 70 to 40</p> <p>c.) <b>Written:</b></p> <p>Order these numbers from smallest to largest</p> <p><b>34, 67, 12, 45</b></p> <p>d.) Fill in missing numbers</p> <p><b>24, _____, _____, 27, 28.</b></p> <p>e.) Fill in the missing numbers</p> <p><b>12, 14, _____, _____ 20, 22</b></p> <p>f.) <b>Oral:</b></p> <p>Write the number I say: seventy-four and make it using materials</p> <p>g.) Order these numbers from <b>smallest to largest:</b></p> <p><b>18, 63, 54, 9</b></p>	

h.) Partition this number into tens and ones:

69 = \_\_\_\_\_ tens and \_\_\_\_\_ ones

i.) Oral:

Explain why the **0** in the number **40** is important.  
(Example prompt: "What does the zero mean in 40?")

9

2

**I can use repeated addition and skip counting**

**I can count in tens forwards and backwards on the decade, e.g. 40, 50, 60**

a.) **Written** Use repeated addition to show **3 groups of 2**.

(Example format: \_\_\_ + \_\_\_ + \_\_\_ = \_\_\_)



b.) Oral:

Skip count in **twos** starting at **10**. Say the next **four numbers**.

10, 12, 14, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

c.) Oral:

Count backwards in 10s from 100 to 40.

3

3

**I can use doubles and near doubles to 10**

a.) **Written:**

What is the **double of 7**?

b.) What is double of 6? Can you use *double 6* to help you find  $6 + 7 =$ ?

2

4

**I can use inverse relationships of number sequences**

a.) Write a number sentence in a different way

$$2 + 3 = 5$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.) Now try to write a subtraction sentence using the number above