

Early Number Sense Assessment Kindergarten Overview



Purpose:

The Early Number Sense Assessment (ENSA) was designed by NLPS teachers for K-3 teachers to use as a formative assessment tool.

Keep in mind that:

- Conversations with individual students are critical to assessing Numeracy skills
- Assessment can be completed in parts (one subtest at a time) throughout the year
- Play-based assessment is important to have conversations about students' thinking
- Number sense is critical for developing a solid foundation of numeracy.
- Assessment tasks mimic learning tasks offered in the classroom.

Prior to Assessment:

Activate whole class mathematical thinking by reading one of the two books provided in the Kit ([Counting on Fall](#) & [Sorting through Spring](#)) or another of your choice.

Select the subtest based on the learning standard you want to teach and prepare the assessment materials needed (recording chart, manipulatives etc.).

During Assessment:

Find a quiet spot in the class to meet with a student one-on-one.

Optional: Offer the activity as a whole class or with a small group, then follow-up with a one-on-one check-in to assess student thinking.

After Assessment:

Review class data. Prioritize goals for the whole class, small groups and individual learners. Consider sharing data and collaborating with colleagues or school teams.

The Learning Standard can be copied to an OCSL as it is language from the curriculum, merging content and curricular competencies.

Subtest	Learning Standard	Questions	Materials
Mathematical Awareness	<ul style="list-style-type: none">• Connect mathematical concepts to each other and to other areas and personal interests	1	None
Patterning	<ul style="list-style-type: none">• Discover and compare patterns with 2 elements	2	Two-sided counters
Subitizing	<ul style="list-style-type: none">• Develop mental-math strategies and abilities to make sense of quantities	3	Dot cards #1-6 Yellow cards
Counting	<ul style="list-style-type: none">• Demonstrate and model mathematical understandings about numbers to 10	4	None
How Much? 1-1 Correspondence	<ul style="list-style-type: none">• Explain and justify the conservation of a concrete representation of quantity	5	Picnic placemat Bears

November 2021 - NLPS DRAFT - ENSA was created in collaboration with NLPS K-3 Teachers and inspired by the "[Assessing Early Numeracy BC Project](#)."