

Construction:

- 1) Use forward counting sequence
- 2) 70% of the problems are counting by 1's and 30% are counting by 2's, 5's, and 10's
- 3) Problem type is randomly selected
- 4) Number that the problem starts with is randomly selected (0-7 for count by 1's, 2-14 for count by 2's, 5-35 for count by 5's, and 10-70 for count by 10's)
- 5) Includes problems counting by 1-digit from 0-10, by 2's to 20, by 5's to 50, and by 10's to 100.
- 6) For counting by 1-digit, the blank varies
- 7) For counting by 2's, 5's, and 10's, the blank is at the end.
- 8) 3 numbers are given, with a blank in-between or at then end (student completes the pattern by stating the 4th number)

Directions for Missing Number:

1. Place the student copy in front of the student.
2. Place the examiner copy on a clipboard and position so the student cannot see what the examiner records.
3. Say these specific directions to the student:

“Look at the paper in front of you. Each box has three numbers and a blank.” (Point to the first box). **“What number goes in the blank?”**

4. Correct Response:

“Good. The number is 3.” (Point to the second box.)

Incorrect Response:

“The number that goes in the blank is 3. You should have said 3 because 3 comes after 2 (0, 1, 2, 3).” (Point to the second box.)

5. Say to the student:

“Here is another example. What number goes in the blank?”

6. Correct Response:

“Good. The number is 2.” (Point to the third box.)

Incorrect Response:

“The number that goes in the blank is 2. You should have said 2 because 2 comes after 1 (1, 2, 3, 4).” (Point to the third box.)

7. Say to the student:

“Here is another example. What number is goes in the blank?”

8. Correct Response:

“Good. The number is 20.” (Turn the page).

Incorrect Response:

“The number that goes in the blank is 20. You should have said 20 because 20 comes after 15 when you are counting by 5’s (5, 10, 15, 20).”
(Turn the page.)

9. Say to the student:

“The paper in front of you has boxes with three numbers and a blank in each of them. When I say begin, I want you to tell me what number goes in the blank in each box. Start here and go across the page (demonstrate by pointing). Try each one. If you come to one that you don’t know, I’ll tell you to try the next one. Are there any questions? Put your finger on the first one. Ready, begin.”

10. Start your stopwatch. If the student fails to attempt (does not give the answer to the first problem) after 3 seconds, tell the student to

“Try the next one.”

11. For at least the first 2 to 3 rows of problems, you may need to prompt the student by pointing to the next box and saying

“Tell me the number that goes in the blank.”

12. On the administrator copy, write the number that the student says in the blank next to each problem number.

13. The maximum time for each item is 3 seconds. If a student does not provide an answer within 3 seconds, tell the student to

“Try the next one.”

14. If the student comes to the end of the page, turn the page to the next page of problems.

15. At the end of 1 minute, draw a line under the last item completed and say

“Stop.”

Scoring Rules

Rule 1: If a student correctly identifies the number score the item as correct.



Rule 2: If the student states any number other than the item number score the item as incorrect.

Rule 3: If a student hesitates or struggles with a problem for 3 seconds tell the student to “try the next one” and score the item as incorrect.

Rule 4: If a student skips a problem, score the problem as incorrect.

Rule 5: If a student skips an entire row, mark each problem in the row as incorrect.