

Quantity array

Construction rules:

- ◆ Generated random numbers from 1-10
- ◆ Generated random numbers from 1-2 to determine whether there would be a single or double set for each problem
- ◆ Eliminated every other “2” in the list, so there are more 1’s (single sets) than 2’s (double sets)
- ◆ Square up sets
- ◆ Maximum for each set in a line will be 5
- ◆ If there are 2 sets with objects in line, the lines need to be vertical.
- ◆ In the finished probes, make sure there is a range of problem types (some in lines, some in sets, more single sets than double sets.)
- ◆

Administration directions—Quantity Arrays

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. There are 2 boxes with dots in them. (Point to the first box). How many dots are in this box?”

4. Correct Response:

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

Incorrect Response:

“The answer is 3 (demonstrate by counting the 3 dots), because there are three dots in the box. Let’s try another one.” (Point to the second box.)

5. Say to the student:

“Here is another example. How many dots are in this box?”

6. Correct Response:

“Good. The number is 4.” (Turn the page).

Incorrect Response:

“The answer is 4 (demonstrate by counting the 4 dots), because there are four dots in the box.” (Turn the page).

7. Say to the student:

“The paper in front of you has boxes with dots in them. When I say begin, I want you to tell me how many dots are 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.”

8. Start your stopwatch. If the student fails to attempt (does not start counting the dots or does not give the answer to the first problem) after 5 seconds, tell the student to

“Try the next one.”

9. 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 how many dots are in the box.”

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

11. The maximum time for each item is 5 seconds. If a student does not provide an answer within 5 seconds, tell the student to

“Try the next one.”

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

13. 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 5 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.