

Results of this class 1A

Diagnostic assessment summary for the class

⚡ The summary is automatically calculated from each pupil's last diagnostic assessment.

ESSENTIAL: What to prioritise

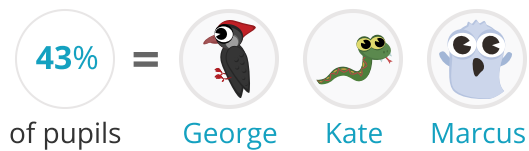
▶ The pupil needs to acquire **vocabulary for navigating sequences** of pictures, which is essential for **future understanding of the number range**.

Practice words such as "after", "right after", "before", "right before", "between", and similar terms in real-life scenarios.



▶ The pupil needs more opportunities to understand **one-to-one correspondence in the range 1-5**.

Manipulate objects, count them and reinforce connections between a quantity and its corresponding numeral representation and number name.



▶ The pupil needs more opportunities for practising **grouping**, which is the **foundation of mathematical thinking**.

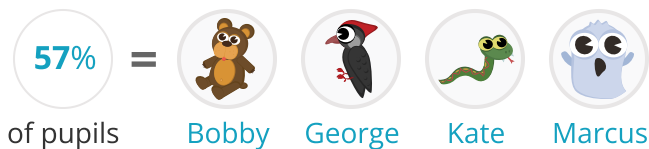
Focus on grouping objects according to various criteria and in turn find the criterion by which the objects are grouped. Ask the pupil to narrate the entire process aloud. Check for understanding of each instruction and repeat if necessary. Gradually increase the difficulty by adding negative conditions (e.g. "find all apples that are red and have no leaf"). Start with one or two pieces of information and add more later.



DESIRABLE: What to consider teaching

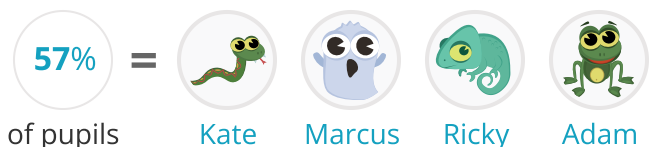
🔔 The pupil needs more opportunities to develop cognitive skills. They have not yet succeeded in **identifying the pattern within the sequence of objects**, which requires **analytical thinking**. This could limit their future development of mathematical concepts and problem-solving skills.


Pupils develop this skill gradually. Therefore, they are not expected to master these tasks at the beginning of schooling. It is recommended to strengthen their cognitive skills (by practising grouping according to given conditions, identifying conditions for grouped objects) and logical thinking (by practising deductive and inductive reasoning in problem solving).



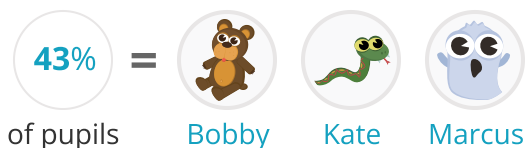
🔔 The pupil has successfully **compared groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1-10**, but they need to practise **navigation within the number range 1-10 and related vocabulary without visual scaffolding**.


This indicates lack of fluency in the 1-10 number range. Practise navigating the 1-10 number range as well as the vocabulary needed to navigate the range. Use visual scaffolding and fade it out gradually.



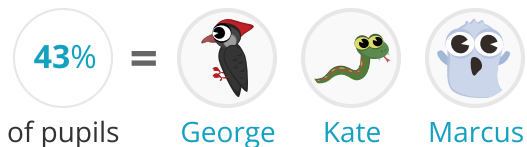
 The pupil has mastered **creating and comparing groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–5**, where the instruction and problem solution are aligned. However, they need support in understanding situations where **the instruction and problem solution are not aligned**.


The pupil hears "1 more than" in the instruction. However, to complete the problem, they must remove objects. The pupil lacks deep understanding of the inverse relationship between the concepts of 1 more than and 1 fewer than. This may hinder them in learning relationships between numbers and numerical operations and lead to formalism. Encourage the realisation that if there are 1 more objects in one group, then there must be 1 fewer objects in the other. Change the number of objects in groups and ask the pupil to share different strategies for finding the answer.

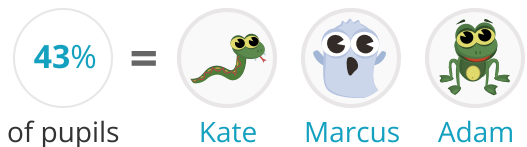


 The pupil needs to practise **navigation on a 3x3 grid** and acquire the necessary vocabulary (top right/middle left, etc.). These are essential skills for geometry, spatial perception, number order and operations, as well as working with graphs and diagrams.

This refers to concepts such as top right, middle left, etc. Start by practising spatial orientation in a real physical environment. Proceed to practising orientation using body parts, using a picture, on a 2x2, 3x3 grid.

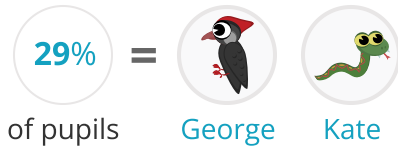


 The pupil was able to **count the number of missing objects up to 5** and successfully **compare groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–5**. However, they need more learning opportunities to understand **navigation within the number range 1–5 with visual scaffolding**.



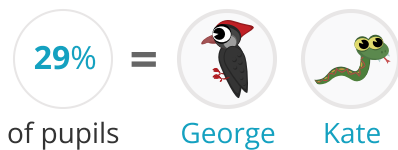
🔔 The pupil needs more learning opportunities for grouping, where they have to sort objects based on a **combination of positive and negative conditions**. This helps develop logical and verbal thinking, which is important for math.

Check understanding of each instruction. When doing grouping activities, gradually increase the difficulty by adding negative information. Start with one or two pieces of information and add more later. Repeat the instructions.



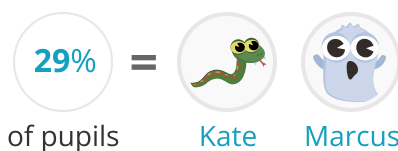
🔔 The pupil has mastered basic **grouping** but needs more learning opportunities to understand **the combination of positive and negative conditions**. This is a significant indicator of the level of logical and verbal thinking, which is important for mathematics.


Check for understanding of each instruction and repeat if necessary. Gradually increase the difficulty by adding negative conditions (e.g., "does not have a hat"). Start with one or two pieces of information and add more later.





🔔 The pupil was able to **compare groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1-5**. However, they need more learning opportunities to understand **navigation within the number range 1-5 with visual scaffolding** and to grasp how to **count the number of missing objects up to 5**.


Practise navigating the number range using the concepts of before, after, between, etc. Manipulate objects to practise intuitive insight into the structure of quantity, i.e., partition the number of objects up to 5 into two groups. You can start with groups of 3 or even just 2 objects.





 The pupil needs to develop a deeper understanding of **relationships between numbers 1-10** to later comprehend numerical operations and word problems within this range.


The pupil was unable to navigate the number range 1-10 without the support of visual scaffolding. They could not compare the number of objects using the concepts of 1 more than / 1 fewer than. Practise the number range 1-10 as well as the vocabulary needed to navigate the range. Use visual scaffolding to support the pupil and fade it out gradually. Go back to comparing the number of objects in the range 1-5 using the concepts of 1 more than / 1 fewer than, revisit the number range 1-10 and only then move to comparing the number of objects in the 1-10 range.



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of pupils Bobby


 The pupil needs to develop deeper understanding of **numbers and relationships between numbers** to later comprehend numerical operations and word problems in the range of 1-5.

The pupil was unable to navigate the number range 1-5 using ordinals, count the missing objects up to 5 and compare the number of objects using the concepts of 1 more than / 1 fewer than. Practise intuitive insight into the structure of quantity, i.e., partition the number of objects up to 5 into two groups. You may start from groups of 3 or 2 objects. Compare the quantity using the concepts of 1 more than / 1 fewer than. Practise all numbers within the 1-5 number range as well as the vocabulary needed to navigate the range.



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of pupils George


 Although the pupil has demonstrated partial **understanding of numbers and the number range 1-5 with visual scaffolding**, they need more learning opportunities to master **comparing groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1-5**. This missing skill could limit their future ability in numerical operations and solving word problems.

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of pupils George



 Although the pupil has mastered navigation within the number range with visual scaffolding, they need to practise **comparing the number of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–5**. They also need to acquire **counting the number of objects up to 5**. This could limit their fluency in addition and subtraction in the future.


The pupil was able to navigate the number range 1-5 using ordinals with the support of visual scaffolding. However, they were unable to count the number of missing objects up to 5. They could not compare the number of objects using the concepts of 1 more than / 1 fewer than. Manipulate objects to practise intuitive insight into the structure of quantity, i.e., partition the number of objects into two groups. You may start from groups of 3 or 2 objects. Compare the quantities up to 5 using the concepts of 1 more than / 1 fewer than.

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of pupils George



 The pupil was able to **count the number of missing objects up to 5**. However, they need more learning opportunities to understand **navigation within the number range 1–5 with visual scaffolding** and to practise **comparing groups of objects** using the concepts of **1 more than / 1 fewer than** in the range of **1–5**.


Practise navigating the number range using the concepts of before, after, between, etc. Manipulate objects to demonstrate these concepts. Compare the number of objects using the concepts of 1 more than / 1 fewer than in the range 1-5.

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of pupils George

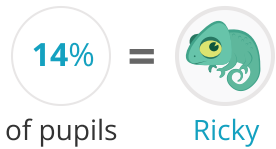
 The pupil is partially prepared to understand numbers and numerical operations but needs to gain greater **confidence in counting the number of objects up to 5** to achieve more fluent addition and subtraction skills in the future.

The pupil can navigate the number range 1-5 using ordinal numbers with the support of visual scaffolding. They were able to compare the number of objects using the concepts of 1 more than / 1 fewer than. However, they were unable to count the number of missing objects up to 5. Manipulate objects to practise intuitive insight into the structure of quantity, i.e. partition the number of objects into two groups. You may start from groups of 3 or 2 objects.


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of pupils Marcus

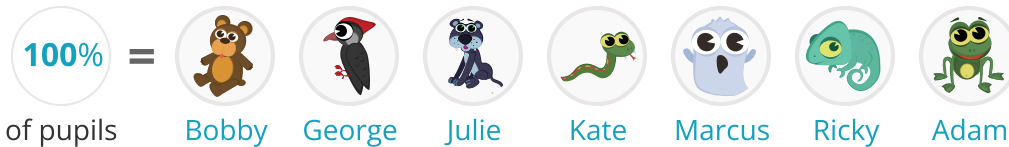
 The pupil needs to develop a better understanding of **navigation within the number range 1–10 with visual scaffolding**. They may also not fully understand that **ordinal numbers** determine the position of an element and that the **last number** in the sequence represents the **total quantity**.

This is important for understanding number values. Practise the number range 1-10 as well as the vocabulary needed to navigate the range.

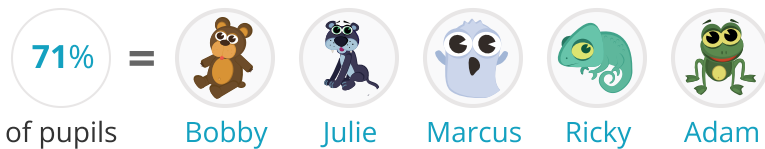



MASTERED: What pupils can already do

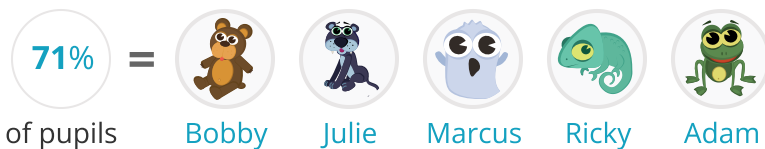
 The pupil demonstrated understanding of the terms **equal/more/less** and was able to create groups of objects according to the instructions.



 The pupil was able to sort objects based on a **combination of positive and negative conditions**.

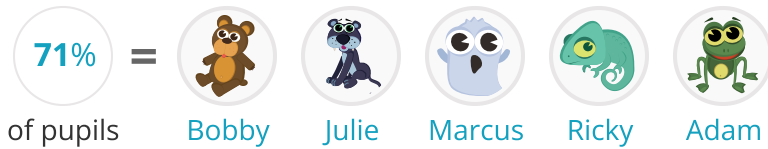


 The pupil has mastered all the tasks regarding **grouping**, which is the foundation of **mathematical thinking**.



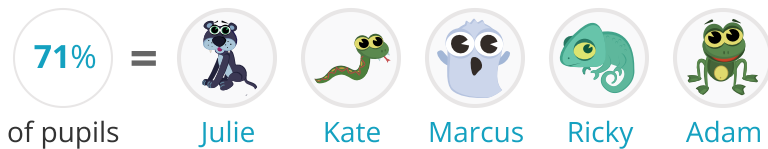
✓ The pupil is ready to grasp the concept of **numerical operations** in the **1-5** range.

The pupil understands that numbers express quantity, ordinals express the position in a series and that the last number in a series represents the total (cardinality). They can count the number of objects up to 5. In this number range, the pupil can compare the number of objects using the concepts of 1 more than / 1 fewer than.



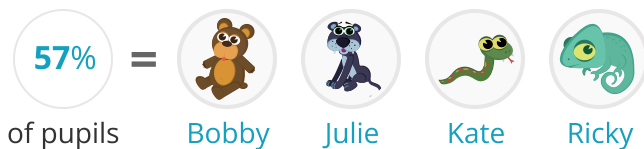
✓ The pupil is ready to understand **numerical operations** in the **1-10** range.

The pupil was able to navigate the 1-10 range without the support of visual scaffolding. They could also compare the number of objects using the concepts of 1 more than / 1 fewer than.



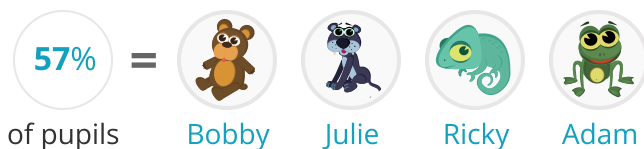
✓ The pupil understands the **vocabulary** needed for **navigating sequences of pictures**. This vocabulary is essential for the pupil to **grasp the concept of number line in the future**.

These are words such as "after", "right after", "before", "right before", "between", etc.

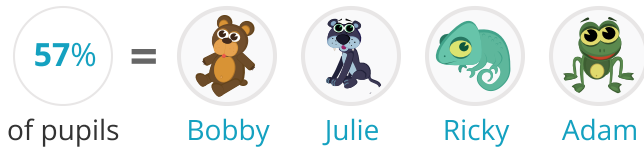


✓ The pupil has mastered **navigation on a 3x3 grid**. These skills are necessary for geometry, spatial perception, number line, numerical operations as well as for working with graphs and diagrams.

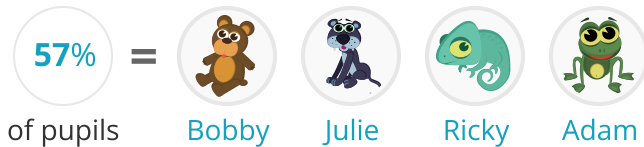
This refers to concepts such as top right, middle left, etc.



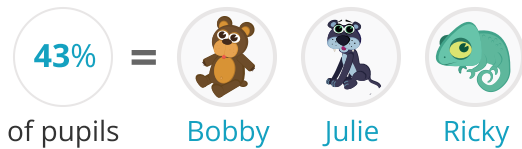
✓ The pupil understands **one-to-one correspondence** (linking quantity to numeral and number name) in the range **1-5**.



✓ The pupil understands the one-to-one correspondence in the 1-10 number range.

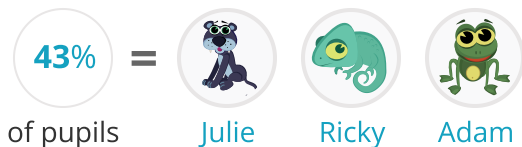


✓ The pupil has mastered all the **essential skills** to begin learning in the first grade.



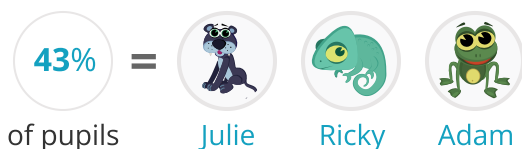
✓ The pupil was able to apply **analytical thinking** on order to **identify the pattern within the picture sequence**. These skills help them develop mathematical concepts and problem solving.

Great! Some pupils reach this skill only later in their schooling.

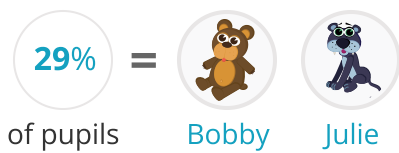


✓ The pupil was able to **create and compare groups of objects** using the concepts of **1 more than / 1 fewer than** in the **1-5** number range, including situations where **inverse relationship** between 1 more than and 1 fewer than must be applied. This concept is key to future understanding of relationships between numbers, numerical operations, and word problems.

Even though the pupil hears "1 more than" in the instruction, they understand that objects must be removed in order to complete the task.



✓ The pupil was able to **navigate the number range 1-10 with the support of visual scaffolding**. They understand that **ordinals** determine the position of an element in the series and that the **last number** in the series determines the **total**.



LIST OF PUPILS:



Adam



Bobby



Catleen



George



Julie



Kate



Marcus



Ricky