



### How to Administer the Quick Check:

- The Quick Check consists of two parts: an Instructor portion which includes solutions and a Student Portion with problems for each concept.
- **Your student need only complete the Quick Check problems for the concepts for which you responded **Unsure**.**
- Read the instructions for each Quick Check item to your student. Watch/listen as they complete the task. You may attempt to clarify the wording of a question, read a word problem aloud, but you should not provide hints about how to solve a problem. Note: The last two questions require verbal responses from the student. These two problems are shown on the Instructor Portion only.
- Return to the Question Block when you have checked your student's work.
- *You should now be able to answer **Yes** or **No** for each question.*
- Click **Next** to go to the next screen.

1.1

### Can my student read and write numerals from 0 to 9?

1.1a

**Ask your student to point to each numeral and read them aloud.  
Watch and listen as your student points to and names each numeral.**

**0 1 2 3 4 5 6 7 8 9**

**Student should point to each numeral and say, "Zero, one, two, three, four, five, six, seven, eight, nine."**

1.1b

**Ask your student to point to each numeral and read them aloud.  
Watch and listen as your student points to and names each numeral.**

**4 1 9 2 7 5 0 3 8 6**

**Student should point to each numeral and say, "Four, one, nine, two, seven, five, zero, three, eight, six."**

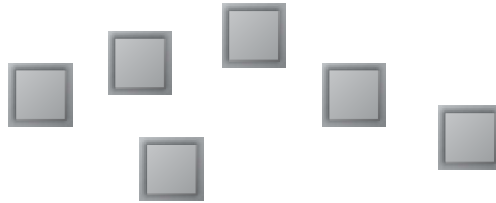
**1.2**

**Does my student have one-to-one correspondence (e.g., the numeral seven represents seven objects)?**

**1.2a**

**Ask your student to count the squares.**

**Watch and listen as they point to and count each square individually. Then ask your student to write the number.**

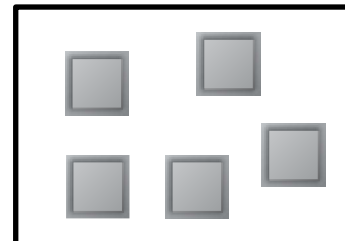
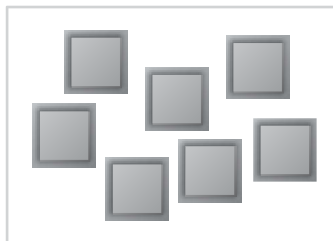
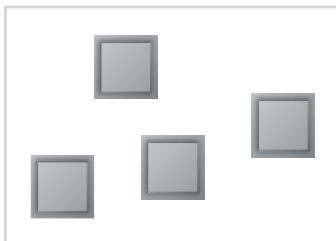


**Student should point to one block at a time and associate a number with each individual block by saying, “One, two, three, four, five, six.” The student then writes “6.”**

*Note: It is okay if the student reverses the numeral 6 in written form.*

**1.2b**

**Ask your student to point to the box with 5 squares in it.**





**1.3 Do I think my student is ready to start formal instruction?**

To be ready and eager learners, children need to feel good about who they are and what they can do. Consider the following readiness “tools” to help you decide if your child is ready for formal instruction. Answer these questions yourself; as your child’s parent, you know your child’s needs the best.

1.3a **Can my child follow two or three instructions at the same time?**

For example, “Put all the blocks in the box and put the box on the shelf.”

1.3b **Can my child transition to new activities easily without getting upset or frustrated most of the time?**

1.3c **Does my child show interest in wanting to learn and express their own ideas?**

Does your child try or pretend to read a book, write words, or do math problems on their own or in their own way?

1.3d **Can my child recognize and express their feelings and needs?**

Can your child express disappointment or frustration in a healthy manner most of the time?

Does your child ask for help with tasks?

1.3e **Can my child concentrate on a task for at least 10 minutes?**

1.3f **How does my child deal with frustration?**

Think about how your child deals with their mistakes, accepts rules and limits, and their ability to work things out when something doesn’t turn out the way he expected.

Does your child cope in a healthy manner most of the time?

**How to complete the Quick Check:**

- **Instructor:** Read the instructions (found on the Instructor portion) aloud to your student only for the Quick Check concepts for which you responded **Unsure**.
- **Student:** Answer the questions that your instructors asks you.

1.1

1.1a

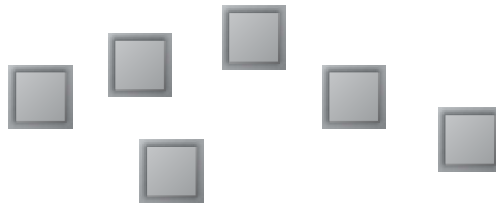
**0 1 2 3 4 5 6 7 8 9**

1.1b

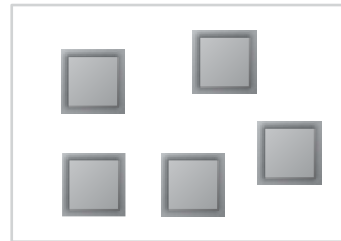
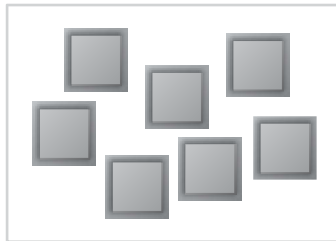
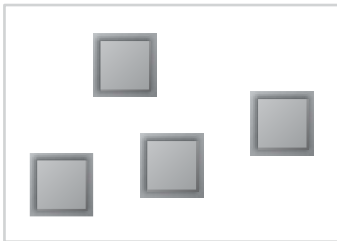
**4 1 9 2 7 5 0 3 8 6**

1.2

1.2a



1.2b



**The next section is for the instructor only.**

Refer to the answer key and answer the questions regarding your child's readiness to begin formal math instruction.