

### Inventory of Early Math Skills

Adapted from **Mathematics Their Way** by Mary Baratta-Lorton

Student \_\_\_\_\_ Grade \_\_\_\_\_ Birth Date \_\_\_\_\_  
 General Education Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Assessor \_\_\_\_\_

This is an inventory of skills. It is not a normed or standardized instrument. It is intended to be used to gather information about a student's skills and is not intended to be scored formally. The components within each level are arranged to describe successively more sophisticated math skills.

#### **Pattern: Student can:**

- reproduce rhythmic pattern
- recognize simple pattern in dot chart
- translate pattern to different form
- reproduce and extend pattern
- describe pattern
- observe similarities and differences in patterns
- match
- use left to right progression
- create original patterns
- copy written numerals

#### **NOTES**

#### **Sorting and Classifying: Student can:**

- observe and describe properties of objects
- notice similarities and differences
- think logically
- make predictions
- draw conclusions
- solve problems
- sort objects by properties
- make judgments
- describe the properties used to sort a group of objects
- find different solutions to a problem
- analyze and describe common properties of a group of objects
- organize information
- select objects with a particular property
- connect an abstract idea to the real world
- follow directions

**Counting: Student can:**

- count by rote in sequence
- demonstrate one-to-one correspondence
- understand conservation of number
- understand permanence of objects
- use counting sequence to determine quantity
- count sequentially
- count backward

**NOTES**

**Comparing: Student can:**

- compare
- match
- draw conclusions
- see relationships
- solve problems
- order
- predict
- think logically

**Graphing: Student can:**

- organize data in a systematic way to discover patterns
- add
- subtract

**Understanding Number Concepts: Student can:**

- count
- discover relationships among different quantities
- think logically
- make patterns
- visualize
- make and check predictions
- follow directions
- recognize a quantity without counting
- do multiplication with manipulatives
- do division with manipulatives
- solve oral story problems with props

**Application and Extension at the Symbolic Level: *Student can:***

- label concepts with a mathematical symbol measure
- understand beginning ideas of time and money
- understand beginning concept of place value

**NOTES**

In summary, this student's skills differ markedly from the norm of his or her peers in the following areas:

- pattern
- sorting and classifying
- counting
- comparing
- graphing
- understanding number concepts
- application and extension at the symbolic level