Make two groups of counters

Name	Date

Work together

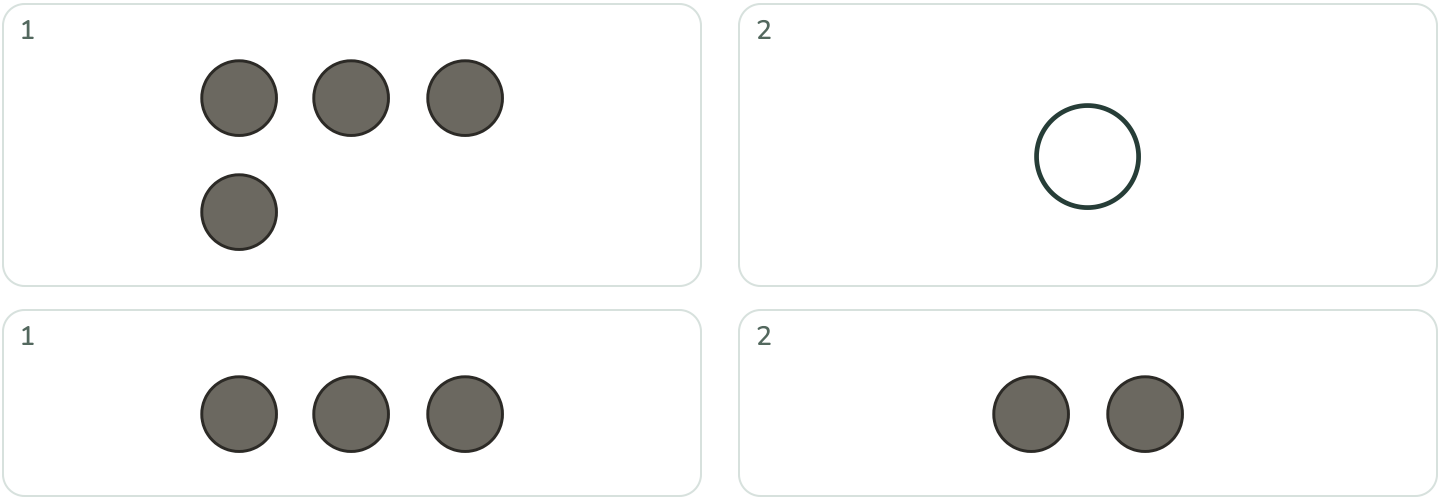
1 Show two different ways to put 5 beads into two groups.



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Direct evidence: Show two different compositions of 5 or 10. The child makes two distinct valid groups in the observed object task. Reversing the same parts is one composition; exhaustive listing is not required.

Administer separately

1. Give the child 5 beads. None to hand? Cut out the counters below and use them instead.
2. Say: “Put the beads into two groups. How many are in each group?” Write down the two numbers.
3. Then say: “Show me a different way.” Write down the two numbers again.
4. Counting the groups to check is fine.

Accept: Shows two different ways to make 5, such as 4 and 1, then 3 and 2. A way turned round (4 and 1, then 1 and 4) is the same way. Finding more ways is fine but not needed. Groups that do not make 5 are Not yet.

Record: Ways shown