

The Hiding Assessment

“Children who are able to subtract with ease and efficiency know the parts of number and see the relationship between composition and decomposition of numbers and addition and subtraction.” Kathy Richardson, *Assessing Math Concepts: Hiding Assessment*. Didax Publishing, page 26.

The teacher can use this as an assessment for students' understanding of the part-whole relationship.

- Begin with a number you believe the child has “mastered,” say 5.
- Have the child count out that many counters/cubes into your open hand.
- Close your hand around the counters and confirm that she knows how many are hidden there.
- Then remove some and show them in the palm of your other hand.
- Ask the child, “How many are hidden?”
- Repeat with different amounts removed.
- If the child responds quickly and correctly and is clearly not counting in any way, call it a “mastered number.” If a number is mastered, repeat the entire process with the next higher number.
- Continue until the child begins to stumble. Evidence of stumbling might be using fingers, nodding with head, long pause.

Keep a record of the numbers a child has mastered. Explain to the child the number that he/she needs to practice. At times group students who need to work on the same number.

On the next page is an example of how a teacher can keep track of the combinations assessed.

On the third page is an example of a letter informing parents of a child's understanding of number combinations for the 6.

Adapted from:

Teaching Number Sense, Grade 1 by Chris Confer

Developing Number Concepts, Addition and Subtraction by Kathy Richardson

