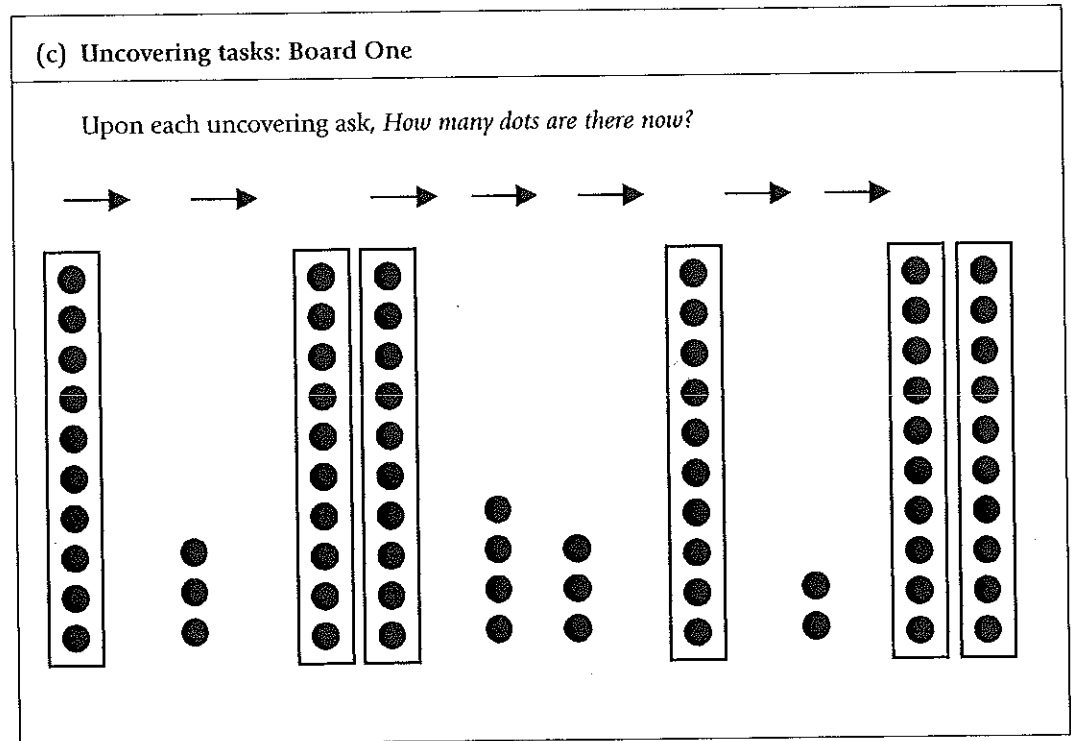


(c) Uncovering Tasks with Tens and Ones separate

The third and fourth tasks, 1(c) and 1(d), uncovering tasks with tens and ones, shown below, involve the use of two large boards containing columns of ten dots and columns containing fewer than ten dots. These are referred to as the uncovering tasks and involve increasingly complex ways of incrementing by tens and/or ones. Two screens are used to cover the boards. The task begins by revealing one section as indicated by the arrows. The screen is then moved to reveal the next section and the previous section is re-screened. The sheets are progressively uncovered and the child's task is to determine the number of uncovered dots in all. The uncovering continues with the child incrementing from the screened total. Hence the count for Board One goes 10, 13, 33, 37, 40, 50, 52, 72 and for Board Two 4, 14, 34, 46, 71. It is important to provide sufficient time for the child to think about the tasks and to reflect on the results of their thinking. The assessor needs to observe closely to determine the child's strategy. For example, does the child revert to counting by ones? If so, at which point? Also does the child count the ones then the tens?

four strip  
incremented  
child's abil-  
ity and/or  
decade.



(d) Uncovering tasks: Board Two

Upon each uncovering ask, *How many are there now?*

