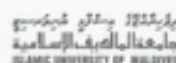




SCALING IMPACT OF A PLAY-BASED CHILD-TO-CHILD APPROACH TO MAKE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION FUN AND INCLUSIVE





Tool Set

NUMERACY

Wednesday, 25 February 2026

Islamic University of Maldives

SIPCA Team, Maldives



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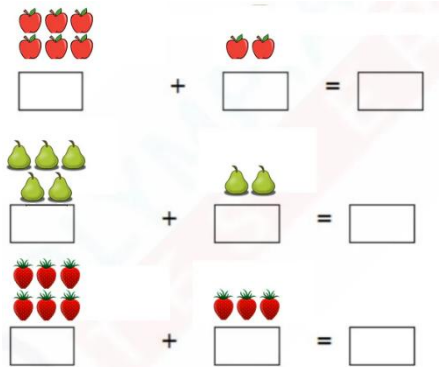
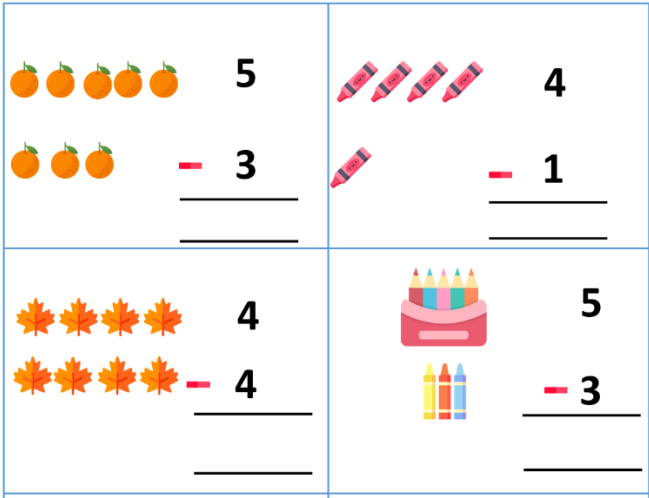
Numeracy Level Readiness Assessment Instrument

*This is a teacher administration tool, please follow the instructions given in each question.
Please use the following scoring grid to identify the level of child's readiness.*

Keys of the dimensions	Scoring Keys
1. Number Concept 2. Addition and Subtraction 3. Length, Mass and Capacity 4. Positions and Directions 5. Mathematical process skills	<i>Fully Ready (FR) = 3</i> <i>Developing (D) = 2</i> <i>Needs Support (NS) = 1</i>

Name of Student:	School:
Date:	Gender:
Region:	School Code:

Dimensions	Task	FR	D	NS										
1. Number Concept	1. Show number cards from 1 to 20 and ask the child to identify each number.													
	2. Show number cards and ask to count in Dhivehi													
	3. Show number cards written in both Dhivehi and English, ask to match with the number and numbers written in words.													
	4. Ask the student to identify the following numbers. Use cut-outs to show the numbers 9, 16, 49, 38, 56													
	5. Show groups of objects (e.g., pencils or blocks) and ask, “How many are there?”													
	6. Counts objects in English up to 20 accurately.													
	7. Counts objects in Dhivehi up to 20 accurately.													
	8. Provide a set of small objects and ask the child to count aloud.													
	9. Ask the student to match the words written in Dhivehi with the correct number													
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10. Ask the student to match the numbers in words.														
	<table><tr><td>Thirty one</td><td>67</td></tr><tr><td>Seventy five</td><td>29</td></tr><tr><td>Eighty four</td><td>31</td></tr><tr><td>Twenty nine</td><td>75</td></tr><tr><td>Sixty seven</td><td>84</td></tr></table>	Thirty one	67	Seventy five	29	Eighty four	31	Twenty nine	75	Sixty seven	84			
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Sixty seven	84													
2. Length, Mass and Capacity	11. Understands the concept of “more” and “less.”													
	12. Present two sets of objects and ask, “Which group has more?”													
	13. Present objects and ask, “Which one is long or short?”													
	14. Present two sets of heavy and light items? Ask which one is heavy or light?													
3. Positions and Directions	15. Present objects and ask, “which object is on your right and which ones are on your left?”													
	16. Present 7 items? Ask “Put three items on your right and four items on your left?”													

4. Addition and Subtraction	17. Add the concepts and write the answer 			
	18. Subtract Objects to write the correct answer 			
5. Mathematical process skills	19. Present two objects, ask “identify three differences?”, “what difference do you see?” 20. Present 8 items. Ask “arrange them according to the shapes?”, which shapes are ‘more’? 21. Present different shapes ask “how many sides do you see in each shape? And “Name the shapes?” 22. Ask the student to write the following numbers in ascending order (smallest to biggest). 23. 9, 2, 15, 7 24. Ask the student to write the following numbers in descending order (biggest to smallest) 18, 41, 37, 11 25. Ask the following: You have 30 Rufiyaa. If you bought 5 packets of sweets for 20 Rufiyaa, how many Rufiyaa will you have?			

