

GloSS/IKAN

Benchmark Assessments

Frequently Asked Questions

Global Strategy Stage (GloSS) Assessment

1. Q: Is the GloSS and IKAN the same?
A: No, the GloSS assesses students' strategy development. The IKAN assesses students' number knowledge and fluency. However, the information from each of these assessments go hand in hand to inform a teachers' next steps when help students with numeracy development.
2. Q: How do you determine a student's strategy stage on the assessment?
A: It is the highest stage overall on all three domains (Addition/Subtraction, Multiplication/Division, Ratios/Proportions)
3. Q: How do we know if a student is at an appropriate stage on the GloSS?
A: Refer to the Continuum located in the back of the Teacher Guide. This continuum informs teachers of what on grade level student should be able to demonstrate by the end of that grade level.
4. Q: In task 3, if the student uses another known basic fact to determine the answer is that a part whole strategy?
A: Yes, the student is correct and will go on because using derived facts is hierarchical inclusion which is foundational understanding to part-part-whole thinking.
5. Q: In task 4, if a student does not get the answer correct, what is their rating?
A: They are not rated a stage for multiplication and division.
6. Q: In task 5, if a student does not get the correct answer, what is their rating?
A: They are not rated a stage for ratios and proportions.
7. Q: What can I reference if the student does not give me an answer in the typical solutions?
A: Look at the description of the strategy stages to determine where they will rank for that specific form.
8. Q: What do I do if I am unclear on how to rate a student on any particular task?
A: Refer to the decisions at the end of that particular task and follow up with the description of the strategy stages if necessary.
9. Q: What if the student does not respond exactly like the decision guide states? How do I know what stage to indicate for the student?
A: Look carefully at the Strategy Stage Descriptions. This gives you a good idea of what the stages actually mean in order for you to rate the student accordingly.

IKAN (Part I) Counting Interview

1. Q: If a child cannot recognize a number (what number is this?) in questions 4-15, do I cease the interview?
A: Yes.

2. Q: If a child cannot name the number that comes after or before, do I cease the interview?
A: No. Continue asking "What number is this?", but cease asking before and after questions.
3. Q: My students continue to name 31 as 13. Is there a way I can question the student to clarify their understanding?
A: No. The information gathered is purely diagnostic. You may question the student further during instruction.
4. Q: What happens if a student does not start or end at the number stated in the directions for questions 1-3?
A: If this situation arises, ask the question again to see if the student will follow the directions. If the child proceeds beyond the numbers in the directions, they have not demonstrated mastery.
5. Q: How much time should I allow for my students to respond to the questions on the counting interview?
A: The IKAN assesses number knowledge, which students need to know and be able to quickly recall without needing to strategize. For example, if a student needs to drop back to the number 1 to count up to 13 to determine that it comes before 14, they are using a strategy. They do not have the knowledge that 13 comes before 14.
6. Q: When and how do I record student achievements in the boxes on the bottom of the recording sheet?
A:
- FNWS-Write the date when a student counts from 1 to 32 for question 1.
 - BNWS-Write the date when a student correctly counts backwards on questions 2 & 3.
 - Number recognition to-Write the date for R&S to 20 when a student correctly answers "What is this number?" for questions 4-7. Write the date for R&S to 120 when a student correctly answers "What is this number?" for questions 4-12. Write the date for R&S to 1000 when a student correctly answers "What is this number?" for questions 4-15.
 - Number recognition after and before to-Write the date for R&S to 20 when a student correctly answers "What number comes after?" AND "What number comes before?" for questions 4-7. Write the date for R&S to 120 when a student correctly answers "What number comes after?" AND "What number comes before?" for questions 4-12. Write the date for R&S to 1000 when a student correctly answers "What number comes after?" AND "What number comes before?" for questions 4-15.

IKAN (Part II) Written Assessment

1. Q: Where can I find the IKAN Written Assessment (Part II)?
A: Teachers can locate the link in Angel under the IKAN/GloSS folder OR follow this link: http://www.nzmaths.co.nz/ikan-forms?parent_node=. IKAN 1 should be used in the beginning of the year, IKAN 2 should be used in the middle of the year, and IKAN 3 should be used at the end of the year.
2. Q: How do I score the domains for IKAN part 2?
A:

- Horizontally: Record the last stage where the student got all the questions correct. Each of the knowledge domains requires an identified stage. Strengths and weaknesses within these domains can easily be identified for teaching and learning purposes (refer to the student answer sheet example below).
 - Vertically: Record the total number of questions that the student answered correctly at the bottom of the column. Highlight the last stage where the student got all the questions correct.
3. Q: Is there a Continuum of Strategy Expectations for the IKAN?
A: No. The Common Core standards dictate where a child should be at the end of each grade level.
4. Q: If a student takes the IKAN pt. 2 and does not show mastery in bank one, what do I do?
A: If a student does not show mastery by answering all of the questions correctly in bank one, you need to go back and complete the counting interview to see how the child performs.

Permanent Record Card (IKAN side)

1. Q: How do I mark mastery on the permanent record card for the counting interview?
A: When a student answers a question correctly, note that with a check mark. If a student misses something, do not mark anything on the permanent record card. If the student masters one of the benchmarks (R&S to 20, R&S to 120, R&S to 1000), place a date in the appropriate location in the boxes on the bottom of the recording sheet. No other commentary is necessary on the permanent record card.
2. Q: What do I record on the permanent record card for IKAN Part 2?
A: A student shows mastery in any of the banks by answering all of the questions correctly. Each time a student shows mastery in a bank, record the date in the appropriate box on the permanent record card. This means there is an opportunity to record 18 possible dates in one box, so please record the date small.