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Assessing young children's mathematical understanding: opportunities and expectations at the transition to school.

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Summary: One-to-one interviews have been used extensively in Australia by both researchers and teachers to assess young children's mathematical understanding. This chapter discusses the use of a one-to-one task based interview developed as part of the Early Numeracy Research Project. The First Year of School Mathematics Interview component has been used in a range of research contexts, both prior to school and in the early years. A recent study, using the interview with children with Down syndrome where the interview was presented in a more flexible manner, raises important questions regarding its use both in research and practice. The opportunities and expectations during the transition to school and how these may be enhanced by the use of one-to-one assessment interviews is also discussed.

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