

Exploring the Influence of Early Numeracy Understanding Prior to School on Mathematics Achievement at the End of Grade 2

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This paper reports first results of a 3-year longitudinal study that seeks to explore the impact of early number skills and knowledge as demonstrated prior to school on achievement in school mathematics at the end of junior primary school. The study investigates the development of early numeracy understanding of 334 children from one year prior to school entry until the end of grade 2. The study identifies second graders that are vulnerable in their mathematics learning and compares their performance with their achievements over the past three years.