

Student Learning Goals (SENA 1) Recording Sheet

Student Name: _____

Date of Interview: _____

Class: _____

1st _____

Age: _____ D.O.B: _____

2nd _____

Task	Student Learning Goals	Comments and Feedback																				
<p>Aspect 1 Numerals Identification Tasks 1-18 Show the student the numeral cards in the following order</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>3</td><td>6</td><td>10</td><td>2</td><td>9</td></tr> <tr> <td>8</td><td>5</td><td>0</td><td>7</td><td>4</td></tr> <tr> <td>23</td><td>15</td><td>12</td><td>43</td><td>13</td></tr> <tr> <td>20</td><td>100</td><td>66</td><td></td><td></td></tr> </table>	3	6	10	2	9	8	5	0	7	4	23	15	12	43	13	20	100	66				
3	6	10	2	9																		
8	5	0	7	4																		
23	15	12	43	13																		
20	100	66																				
<p>Aspect 1 Forward number word sequences Tasks 19 – 29 Start counting forwards from ... I'll tell you when to stop.</p> <table border="1" style="width: 100%;"> <tr> <td>1, 32</td> </tr> <tr> <td>62, 73</td> </tr> <tr> <td>96, 113</td> </tr> </table> <p>What is the number after ...?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td><td>9</td><td>13</td><td>19</td></tr> <tr> <td>27</td><td>46</td><td>69</td><td>80</td></tr> </table>	1, 32	62, 73	96, 113	5	9	13	19	27	46	69	80											
1, 32																						
62, 73																						
96, 113																						
5	9	13	19																			
27	46	69	80																			
<p>Aspect 1 Backward number word sequences Tasks 30 – 32 Count backwards from ... I'll tell you when to stop.</p> <table border="1" style="width: 100%;"> <tr> <td>10, 1</td> </tr> <tr> <td>23, 16</td> </tr> <tr> <td>103, 98</td> </tr> </table>	10, 1	23, 16	103, 98																			
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<p>Aspect 1 Backward number word sequences Tasks 32 - 40 <i>What number comes before...?</i></p> <table border="1" data-bbox="92 524 515 591"> <tr> <td>5</td> <td>9</td> <td>16</td> <td>2</td> </tr> </table> <table border="1" data-bbox="92 611 515 678"> <tr> <td>47</td> <td>13</td> <td>70</td> <td>31</td> </tr> </table>	5	9	16	2	47	13	70	31		
5	9	16	2							
47	13	70	31							
<p>Aspect 3 Pattern and number structure Subitising Tasks 41 – 46 <i>How many dots are there?</i></p> <table border="1" data-bbox="81 909 502 976"> <tr> <td>4</td> <td>6</td> <td>5</td> <td>3</td> </tr> </table> <table border="1" data-bbox="81 996 472 1064"> <tr> <td>4</td> <td>4</td> <td>4</td> <td>5</td> </tr> </table>	4	6	5	3	4	4	4	5		
4	6	5	3							
4	4	4	5							
<p>Aspect 2 Early arithmetic strategies (EAS) Counting Tasks 47 – 49</p> <table border="1" data-bbox="86 1254 533 1328"> <tr> <td>Put out 5 blue counters. <i>How many blue counters are there?</i></td> </tr> </table> <table border="1" data-bbox="86 1348 533 1422"> <tr> <td>Put out a pile of red counters. <i>Get me 8 red counters.</i></td> </tr> </table> <table border="1" data-bbox="86 1442 533 1552"> <tr> <td>Put out 8 red counters and 5 blue counters in two groups. <i>How many counters altogether?</i></td> </tr> </table>	Put out 5 blue counters. <i>How many blue counters are there?</i>	Put out a pile of red counters. <i>Get me 8 red counters.</i>	Put out 8 red counters and 5 blue counters in two groups. <i>How many counters altogether?</i>							
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<p>Aspect 2 Early arithmetic strategies (EAS) Addition Task 50</p> <div style="border: 1px solid black; padding: 5px;"> <p>4 + 3 <i>Here are four counters.</i> (briefly display, then screen) <i>Here are three more counters.</i> (briefly display, then screen)</p> <p><i>How many counters are there altogether?</i></p> </div>		
<p>Aspect 2 Early arithmetic strategies (EAS) Addition Task 51</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>I have seven apples and I get another two apples.</i></p> <p><i>How many apples do I have altogether?</i></p> </div>		
<p>Aspect 2 Early arithmetic strategies (EAS) Addition Task 52</p> <div style="border: 1px solid black; padding: 5px;"> <p>9 + 4 <i>Here are nine counters.</i> (briefly display, then screen) <i>Here are four counters.</i> (briefly display, then screen)</p> <p><i>How many counters are there altogether?</i></p> </div>		



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<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Tasks 53</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>I have 7 bananas and I eat 2.</i></p> <p><i>How many bananas do I have left?</i></p> </div>		
<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Task 54</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>12 remove 3</p> <p><i>I have 12 counters.</i> (briefly display, then screen) <i>I'm taking away 3 counters.</i> (remove 3)</p> <p><i>How many are left?</i></p> </div>		
<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Task 55</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>11 remove ... = 7</p> <p><i>I have 11 counters.</i> (briefly display, then screen) <i>I'm taking away some counters and there are 7 left.</i> (remove 4 counters)</p> <p><i>How many did I take away?</i></p> </div>		
<p>Aspect 5 Multiplication and division Task 56</p> <p>Present a pile of counters, more than 12, to the student.</p>		



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<p>(Randomly spaced, not in a line. Do not count them out)</p> <p><i>Using these counters, make three groups of counters with four counters in each group.</i></p> <p>(Screen the counters)</p> <p><i>How many are there altogether?</i></p> <p>(Display the counters if student is unable to complete the task without the items visible)</p>		

