

# Schedule for Early Number Assessment (SENA 2) Recording Sheet

Student Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Class: \_\_\_\_\_

1<sup>st</sup> \_\_\_\_\_

Age: \_\_\_\_\_ D.O.B: \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_

Task	Possible response & comments	Level
<p><b>Aspect 2</b> <b>Early Arithmetic Strategies</b> <b>Task 1</b></p> <p><i>I had 8 cards and I was given another 7. How many do I have now?</i></p> <p><b>Task 2</b></p> <p><i>I have 17 grapes. I ate some and now I have 11 left. How many did I eat?</i></p> <p><b>Note:</b> Teacher may like to ask throughout the assessment <i>How did you work that out?</i> <i>Or</i> <i>What number did you start with?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts from one using fingers</li> <li>Counts from one to find the answer</li> <li>Counts on from highest number</li> <li>Uses a known fact (<math>8 + 5 = 13 + 2 = 15</math>, <math>7 + 7 = 14 + 1 = 15</math>, <math>8 + 8 = 16 - 1 = 15</math>)</li> <li>Counts from one using fingers</li> <li>Counts from one to find the answer</li> <li>Counts on from smallest number to highest number</li> <li>Counts down from highest number to smallest number</li> <li>Uses a known fact (<math>17 - 10 = 7 - 1 = 6</math>, <math>10 + 7 = 17</math> so <math>11 + 6 = 17</math>)</li> <li>Uses other non-count-by-one strategies</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>EAS</b></p> <p>Level 2 - Figurative Level 2 - Figurative Level 3 - Counting-on-and-back Level 4 - Facile (flexible)</p> <p>Level 2 - Figurative Level 2 - Figurative Level 3 - Counting-on-and-back Level 3 - Counting-on-and-back Level 4 - Facile (flexible) Level 4 - Facile (flexible)</p>
<p><b>Aspect 1</b> <b>Numeral Identification</b> <b>Tasks 3 – 12</b></p> <p>90 59 101 400 263 607 310 1000 4237 3060</p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Knows all numbers 1 – 100</li> <li>Knows all numbers 1 – 1000</li> <li>Knows numbers greater than 1000</li> </ul>	<p><b>Numeral Id</b></p> <p>Level 3 - (0 – 100) Level 4 - (0 – 1000) Level 5 - (&gt; 1000)</p>
<p><b>Aspect 1</b> <b>Counting by 10s and 100s</b> <b>Tasks 13 – 16</b></p> <p><i>Start from 110 and count backwards by 10s. I'll tell you when to stop.</i></p> <p>110, 100, 90, ..... 50</p> <p><i>Start from 7 and count forwards by 10s. I'll tell you when to stop.</i></p> <p>7, 17, 27, ..... 97</p> <p><i>Start from 924 and count backwards by 100 each time.</i></p> <p>924, 824, 724, ..... 524</p> <p><i>Start counting from 367 and count forwards by 10s</i></p> <p>367, 377, 387, ..... 417</p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts on by tens but cannot count backwards</li> <li>Counts backwards by 10s from 110 (Task 13)</li> <li>Counts forwards and backwards by tens, off the decade (Tasks 13 and 14)</li> <li>Counts forwards and backwards by hundreds, off the hundreds and by 10s off the decade (Tasks 15 and Task 16)</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Counting by 10s and 100s</b></p> <p>Level 0 Level 1</p> <p>Level 2</p> <p>Level 3</p>



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<p><b>Aspect 3 Pattern and Number Structure</b> <b>Part-whole to 10 and 20</b> <b>Task 17</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Can you tell me two numbers that add up to 10?</i> <i>Tell me two other numbers that add up to 10.</i> <i>Can you tell me another two numbers that add up to 10?</i></p> </div> <p><b>Task 18</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Can you tell me two different numbers that add up to 19?</i> <i>Can you tell me another two?</i></p> </div>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Says 5 + 5 but does not recall other combinations</li> <li>Says 5 + 5 and recalls other combinations to 10 (does not need to count on to find answer) but is unable to provide combinations for 20</li> <li>Recalls standard and non-standard combinations for 10 and 20 (5 + 5, 9 + 1, 8 + 2 etc. 10 + 9, 9 + 10, 18 + 1, 15 + 4 etc.)</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Part-whole to 10</b></p> <p>Level 4 - Part-whole to 10 Level 4 - Part-whole to 10</p> <p><b>Part-whole to 20</b> Level 5 - Part-whole to 20</p>
<p><b>Aspect 4</b> <b>Place Value</b> <b>Task 19</b> Uncovering task Cover the card with two sheets of cardboard.</p> <ul style="list-style-type: none"> <li>Uncover the first 4 dots <i>How many dots are there?</i></li> <li>Slide both covers to the right so that the 4 dots and the next 10 dots are visible. <i>Each time you see one of these dot strips, you know that it has 10 dots.</i> <i>How many dots can you see now, including these 4 dots?</i></li> <li>Slide both covers to the right so that the 14 dots and the next 20 dots are visible. <i>How many dots can you see now?</i></li> <li>Slide one cover to the left to cover the 34 dots. Slide the second cover to the right so that the next 14 dots are visible. <i>How many dots are there altogether, including the ones under here?</i></li> <li>Slide one cover to the right to cover all the dots. Slide the second cover to the right so that the last 25 dots are visible. <i>How many dots are there altogether now, including the ones under here? (Point to the covered dots)</i></li> <li>Cover all the dots <i>How many more dots do I need to make 100?</i></li> </ul>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts the dots by ones</li> <li>Counts 4, 14 and then counts by ones</li> <li>Counts 4, 14, 34, 44, 48, 58, 68, 69, 70, 71, 72, 73 but is unable to solve how many more dots to make 100</li> <li>Counts 4, 14, 34, 40, 48, 53, 63, 73 but is unable to solve how many more dots to make 100</li> <li>Counts by tens to solve uncovering task and solves <math>73 + \square = 100</math> by counting by ones</li> <li>Counts 4, 14, 34, 48, 58, 68, 73 and then 83, 93 and 7 is 27 more to make 100</li> <li>Counts by tens in uncovering task 30 is 100 so answer is 27</li> <li>Counts by tens and solves <math>73 + \square = 100</math> mentally</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Place Value</b></p> <p>Level 0 - Ten as a count Level 0 - Ten as a count</p> <p>Level 1 - Ten as a unit Level 1 - Ten as a unit</p> <p>Level 1 - Ten as a unit</p> <p>Level 2 - Tens and ones Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p>



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Task	Possible response & comments	Level
<p><b>Aspect 4</b> <b>Place Value</b> <b>Task 20</b> Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math>43 + 21</math> </div> <p><i>What is the answer to this?</i> <i>How did you work that out?</i></p> <p><b>Note:</b> If student says '1 added the 4 and the 2' ask student</p> <p><i>What does the 4 represent?</i></p> <p>(Does the student understand that the '4' represents '40')</p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts from one</li> <li>Counts on from 21 using fingers to keep track</li> <li>Counts on from 43 using fingers to keep track</li> <li>Mentally duplicates written algorithm</li> <li>Adds tens then units (43, 53, 63, 64)</li> <li>Separates and combines left to right (40 and 20 is 60; 3 and 1 is 4 so answer is 64)</li> <li>Other mental strategy</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Place Value</b></p> <p>Level 0 - Ten as a count</p> <p>Level 0 - Ten as a count</p> <p>Level 0 - Ten as a count</p> <p><b>Need more information</b></p> <p>Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p>
<p><b>Aspect 4</b> <b>Place Value</b> <b>Task 21</b> Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math>37 + 19</math> </div> <p><i>What is the answer to this?</i> <i>How did you work that out?</i></p> <p><b>Note:</b> If student says '1 added the 3 and the 1' ask student</p> <p><i>What does the 3 represent?</i></p> <p>(Does the student understand that the '3' represents '30')</p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts from one</li> <li>Counts on from 37</li> <li>Mentally duplicates written algorithm</li> <li>Adds tens then units (37, 47, and 9 is 56)</li> <li>Uses split strategy: 30 and 10 is 40; 7 and 9 is 16 so answer is 56</li> <li>Compensates: adds 1 to 19 and subtracts 1 from 37</li> <li>Adds 20 to 37 and subtracts 1 from answer</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Place Value</b></p> <p>Level 0 - Ten as a count</p> <p>Level 0 - Ten as a count</p> <p><b>Need more information</b></p> <p>Level 2 - Tens and ones</p>
<p><b>Aspect 4</b> <b>Place Value</b> <b>Task 22</b> Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math>50 - 27</math> </div> <p><i>What is 50 minus 27?</i> <i>How did you work it out?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts on from 27 by ones using fingers as markers</li> <li>Counts down from 50 by ones using fingers as markers</li> <li>Mentally duplicates written algorithm</li> <li>Adds tens then units (27, 37, 47, 48, 49, 50 so answer is 23)</li> <li>Separates and combines left to right (50 minus 20 is 30; 30 minus 7 is 23)</li> <li>50 minus 25 is 25 and 2 less is 23</li> <li>Other mental strategy</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Place Value</b></p> <p>Level 0 - Ten as a count</p> <p>Level 0 - Ten as a count</p> <p><b>Need more information</b></p> <p>Level 2 - Tens and ones</p>



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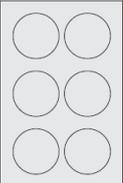
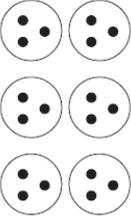
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Task	Possible response & comments	Level
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 23</b></p> <p>Present randomly spaced counters, more than 12, to the student.</p> <p><i>Using these counters, can you make three rows of four?</i></p> <p><i>How many counters are there altogether?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot make equal rows</li> <li>Counts all items by ones (does not pay attention to row structure)</li> <li>Counts items using rhythmic or skip counting</li> </ul> <p><b>The following levels may need to be confirmed using further tasks that involved concealed items</b></p> <ul style="list-style-type: none"> <li>Counts items in multiples of four (without paying attention to the counters)</li> <li>Counts items by fours (uses fingers to keep track of count)</li> <li>Uses multiplication (states answer 12, three groups of four are 12 or 3 fours are 12)</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b></p> <p>Level 0 - Learning to make equal groups</p> <p>Level 1 - Forming equal groups</p> <p>Level 2 - Perceptual multiples</p> <p>Level 3 - Figurative units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p>
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 24</b></p> <p>Without the student seeing, place a blank sheet of paper over the 6 circles sheet with the dots in circles side face down on the table.</p> <div data-bbox="102 1279 213 1469" style="border: 1px solid black; width: 60px; height: 85px; margin: 10px 0;"></div> <p><i>There are 6 circles on this paper.</i> <i>There are three dots on each of the circles.</i> <i>How many dots altogether?</i></p> <div data-bbox="102 1644 225 1827" style="border: 1px solid gray; padding: 5px; display: inline-block; margin: 10px 0;">  </div> <p>Reveal circles if student cannot complete task</p> <div data-bbox="102 1861 233 2078" style="display: inline-block; margin: 10px 0;">  </div> <p>Reveal the circles with dots if student cannot complete task</p>	<p><b>Student:</b></p> <p><b>Does not need to see circles or dots</b></p> <ul style="list-style-type: none"> <li>Uses multiplication e.g. 6 threes are 18</li> <li>Says multiples 3, 6, 9, 12, 15, 18 (uses fingers to keep track of count)</li> </ul> <p><b>May need to see circles</b></p> <ul style="list-style-type: none"> <li>Says multiples 3, 6, 9, 12, 15, 18 (needs to represent all fingers at once to represent groups before beginning the count)</li> </ul> <p><b>Needs to see circles with dots</b></p> <ul style="list-style-type: none"> <li>Counts by ones (does not pay attention to group structure)</li> <li>Rhythmic counts by threes (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18)</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b></p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 4 - Repeated abstract units</p> <p>Level 3 - Figurative units</p> <p>Level 1 - Forming equal groups</p> <p>Level 2 - Perceptual multiples</p>



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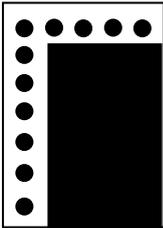
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<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 25</b></p> <p><i>There are 12 biscuits and I give some children two biscuits each. How many children are there?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Uses multiplication. Answer 24</li> <li>• Puts ten fingers up in an attempt to make 12 then counts by twos</li> <li>• Counts by twos up to 12 (uses fingers to keep track of count) Answer is 6</li> <li>• Relates multiplication fact to division e.g. 12 divided by two is six</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b> No Level</p> <p>Level 3 - Figurative units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p>
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 26</b></p> <p>Display this card</p> <p><i>The dots on this card are in rows and columns. Briefly show the complete array, then cover.</i></p> <p><i>Some of the dots are covered. How many dots are there altogether?</i></p> 	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>• Counts only the visible dots</li> <li>• Counts all the dots, including hidden dots, by ones</li> <li>• Starts with five and counts in multiples of 5 or, starts with seven and counts in multiples of 7 (pointing at the visible dots as group markers as they count)</li> <li>• Counts by fives or counts by sevens (uses fingers to keep track of the groups as they count)</li> <li>• Recognises that the answer is 35, e.g. 5 x 7 or 7 x 5</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b> Level 1 - Forming equal groups Level 3 - Figurative units Level 3 - Figurative units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p>



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<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 27(a)</b> Display this card</p> <div style="border: 1px solid black; width: 100px; margin: 10px auto; padding: 5px; text-align: center;"><b>8 x 4</b></div> <p><i>What is the answer to this?</i></p> <p>If the student is correct, ask part (b)</p> <p><b>Task 27(b)</b> Display this card</p> <div style="border: 1px solid black; width: 100px; margin: 10px auto; padding: 5px; text-align: center;"><b>32 ÷ 4</b></div> <p><i>If the answer to that question is 32, what would 32 divided by four equal?</i></p> <p><b>Task 27 (c)</b> Display this card</p> <div style="border: 1px solid black; width: 100px; margin: 10px auto; padding: 5px; text-align: center;"><b>9 x 4</b></div> <p><i>If you know the answer to this (point to 8 x 4 card), what is the answer to this?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts in multiples of four or eight (needs to represent all fingers at once to represent groups before beginning the count)</li> <li>Counts in multiples of four or eight (uses fingers to keep track of the groups as they count)</li> <li>Adds 8 and 8 is 16 and 16 more is 32 (doubling)</li> <li>Uses multiplication</li> </ul> <p><b>OTHER RESPONSES</b></p> <ul style="list-style-type: none"> <li>Uses relationship between division and multiplication</li> <li>Starts at four and counts up my multiples of four</li> </ul> <p><b>OTHER RESPONSES</b></p> <ul style="list-style-type: none"> <li>32 and another group of 4 is 36</li> <li>Uses multiplication fact</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b> Level 3 - Figurative units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 4 - Repeated abstract units</p> <p>Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p>
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 28</b></p> <p><i>I've made 27 cakes. 6 cakes fit in a box. How many boxes will I need? How did you work that out?</i></p> <p>Additional prompt questions may be needed.</p> <p>If student says 4 boxes, ask <i>how many cakes will four boxes hold? (24) But I have 27 cakes, what happens to the other cakes?</i></p> <p>If the student says 5 boxes, ask, <i>are all the boxes full?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Starts at 6 and counts up by multiples of six to get to 4 boxes (with 3 cakes left over) or 5 boxes (knowing that one box will not be full)</li> <li>Uses multiplication facts (6 x 4 or 5 x 6) Answer is 4 and there are 3 cakes left over or answer is 5 and there are 3 spaces left in the last box</li> <li>Divides 27 by 6 = 4 remainder 3</li> </ul> <p><b>OTHER RESPONSES</b></p>	<p><b>Multiplication and division</b> Level 4 - Repeated abstract units</p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 5 - Multiplication and division as operations</p> <p>May need further questioning</p>



