

# 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> </p> <p><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> <p>This question is about the strategy the student uses and follows directly from SENA 1 Task 51.</p> <ul style="list-style-type: none"> <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></p> <p><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> </p> <p><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>Counting by 10s and 100s is a prerequisite skill for operating in place value. This is indicated by a chain link on the interactive numeracy continuum on <a href="http://www.numeracycontinuum.com">www.numeracycontinuum.com</a></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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Task	Possible response & comments	Level
<p><b>Aspect 3 Pattern and Number Structure</b>  <b>Part-whole to 10 and 20</b> </p> <p><b>Task 17</b></p> <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> <p><b>Task 18</b></p> <p><i>Can you tell me two different numbers that add up to 19?</i>  <i>Can you tell me another two?</i></p>	<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</li> </ul> <p>Teaching Point: Students need to be able to partition, rearrange and re-group numbers in a variety of ways.</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> </p> <p><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?</i> (Point to the covered dots)</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>Teaching Point: Consider what a student needs to know in order to do this task such as: number word sequences, part-whole knowledge of numbers, and understanding ten as countable unit.</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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<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 'I 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></p>  <p><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 'I 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> </ul> <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc; margin-top: 10px;"> <p>Teaching Tip: Students should not rely on a single strategy to solve this problem but draw on a variety of strategies. Asking questions where one number ends in an 8 or a 9 encourages students to use compensation or bridge to the decade.</p> </div>	<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>Level 2 - Tens and ones</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></p>  <p><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></p> <p><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> </ul> <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc; margin-top: 10px;"> <p>Teaching Tip: Students should not split the first number when subtracting, particularly when the number being subtracted (the subtrahend) has a larger digit in the units place.</p> </div>	<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>Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p> <p>Level 2 - Tens and ones</p>



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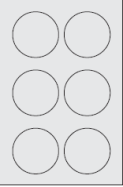
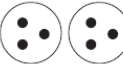

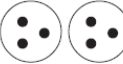

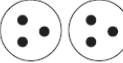


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Task	Possible response & comments	Level
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 23</b> </p> <p>Present randomly spaced counters, more than 12, to the student.</p> <p><i>Using these counters, can you make three rows of four?</i></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> </ul> <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>Teaching Tip: It is important that students understand arrays and are familiar with rows and columns and how they play a role in understanding multiples.</p> <p>Note: This task is also in SENNA 1 where the focus is on groups. Students should move from the group structure to the row structure by the end of Stage 1.</p> </div>	<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 style="border: 1px solid black; width: 60px; height: 60px; margin: 10px 0;"></div> <p><i>There are 6 circles on this paper. There are three dots on each of the circles.</i></p> <p><i>How many dots altogether?</i></p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="border: 1px solid gray; padding: 5px; margin-right: 10px;">  </div> <p>Reveal circles if student cannot complete task</p> </div> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="margin-right: 10px;">   </div> <div style="margin-right: 10px;">   </div> <div style="margin-right: 10px;">   </div> <div>  <p>Reveal the circles with dots if student cannot complete task</p> </div> </div>	<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, <b>3</b>, 4, 5, <b>6</b>, 7, 8, <b>9</b>, 10, 11, <b>12</b>, 13, 14, <b>15</b>, 16, 17, <b>18</b>)</li> </ul> <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>Teaching Tip: These patterns are designed to support students who have difficulty visualising the repeated pattern and may need to count the items by ones. Students should move to visualising arrays of rows and columns. A similar task could be used that uses an array as the visual aid.</p> </div>	<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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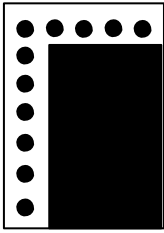

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Task	Possible response & comments	Level
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 25</b> </p> <p><i>There are 12 biscuits and I give some children two biscuits each. How many children are there?</i></p>	<p><b>Student:</b></p> <ul 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</li> </ul> <div data-bbox="568 685 1233 853" style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p>Teaching Tip: Students need to understand the relationship of multiplication and division as inverse operations.</p> </div>	<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.</i> Briefly show the complete array, then cover.</p> <p><i>Some of the dots are covered. How many dots are there altogether?</i></p> <div data-bbox="177 1384 341 1615" style="display: inline-block; border: 1px solid black; padding: 5px;">  </div> 	<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> <div data-bbox="568 1473 1233 1653" style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p>Teaching Tip: Students should be using multiplicative thinking (sees equal groups as a composite unit) rather than repeated addition. Moving from 5 + 5 + 5.... to "7 fives"</p> </div>	<p><b>Multiplication and division</b></p> <p>Level 1 - Forming equal groups</p> <p>Level 3 - Figurative units</p> <p>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; padding: 5px; width: fit-content; margin: 10px auto;">8 x 4</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; padding: 5px; width: fit-content; margin: 10px auto;">32 ÷ 4</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; padding: 5px; width: fit-content; margin: 10px auto;">9 x 4</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></p> <p>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> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Teaching Tip: Students need to understand that an odd number cannot be equally divided by an even number; there will always be a remainder. Do the students realise in this task that the fifth box is not full?</p> </div>	<p><b>Multiplication and division</b></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><b>May need further questioning</b></p>



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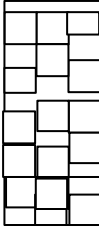
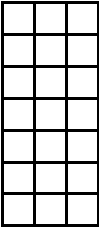
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2<sup>nd</sup> \_\_\_\_\_

Task	Possible response & comments	Level
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 29</b></p> <p>Show the 7 x 3 rectangle and the unit square to the student.</p> <div style="display: flex; align-items: center; gap: 20px;">   </div> <p><i>How many squares like this one would you need to cover the rectangle completely?</i></p>  <p>Provide the student with a copy of the rectangle and ask: <i>Can you draw what the squares would look like?</i></p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts around the perimeter</li> <li>Counts the units by ones inconsistently</li> <li>Counts the units by ones consistently. Draws units individually</li> </ul>  <ul style="list-style-type: none"> <li>Rhythmic counts the units (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21) and draws units using a grid</li> </ul>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Teaching Tip: Students should be able to solve this task using multiplication- "7 threes" or "3 sevens"</p> <p>Students need to see the connection between area and multiplication.</p> <p>Students with a good understanding of row and column structure will draw the grid lines vertically and horizontally without having to draw the individual squares.</p> </div>	<p><b>Multiplication and division</b></p> <p>No Level</p> <p>Level 1 - Forming equal groups</p> <p>Level 1 - Forming equal groups</p> <p>Level 2 - Perceptual multiples</p> <p>Level 2 - Perceptual multiples</p> <p>Level 3 - Figurative units</p>

**Note: Task 29 may also link to Aspect 7: Unit structure of length, area and volume**

