

Schedule for Early Number Assessment (SENA) 3

Interview guidelines

General

- Have an assessment sheet for each student being interviewed
- Place the assessment sheet to the side of the work space and, if possible, out of the student's view. A small screen is useful for this purpose
- Note incorrect responses and any useful comments on the assessment sheet
- Where useful, ask students **how** they solved the tasks
- The interviewer should decide if it is necessary to give additional tasks or to abandon some of the set tasks
- Ensure you have all the necessary blackline masters and worksheets before starting the assessment
- **Do** provide wait time
- **Do** allow students to use their fingers
- **Do** ask students to put their hands on the desk so that you can see how they are working out the answers
- **Do** prompt to clarify students' thinking
- **Do** look and listen for strategies that students use
- **Adjust the language** if necessary to ensure student is not disadvantaged
- **Don't** teach during the interview
- **Don't** indicate right or wrong answers
- **Don't** count the counters out in front of the students

Aspect 4: Place Value (Tasks 1-2)

- When using PLAN software, a student must be achieving at Level 3 Counting-on-and-back (Aspect: 2 EAS) before they can access Aspect 4: Place value

Aspect 1: Numeral identification (Tasks 3-10)

- Show the numeral cards in the order indicated

Aspect 1: Counting by 10s and 100s (Tasks 11-13)

(Task 11)

- Stop if the student encounters difficulty

(Task 12)

- Stop if the student encounters difficulty

(Task 13)

- Stop if the student encounters difficulty

Aspect 3: Number properties (Task 14)

- This task also links to Aspect 5: Multiplication and division



Aspect 4: Place Value (Tasks 15-17)

(Task 15)

Students are asked: *What does the 3 represent?* to clarify their understanding that the '3' represents '30'. There is no particular level for this on the continuum but it gives the teacher a better insight to the students' understanding.

(Task 16)

Students are asked: *What does the 1 represent?* to clarify their understanding that the '1' represents '100'. There is no particular level for this on the continuum but it gives the teacher a better insight to the students' understanding.

(Task 17)

Aspect 4: Place Value (decimals) (Tasks 18-19)

- Read each decimal to the student- *zero point nine, zero point eighty-five*
- Place the decimals vertically

Aspect 6: Fraction units (Tasks 20-22)

- Ensure you use the strips from the BLM as it is important that the fractional parts are correct
- These fractions tasks could be used with younger students as quarters are introduced in Stage 1

Aspect 5: Multiplication and division (Tasks 23-26)

- These tasks are designed to elicit students' Level 5 strategies (known facts, understanding multiplication and division as inverse operations, etc.)

Aspect 7: Unit structure of length, area and volume (Task 27)

- This task also links to Aspect 5: Multiplication and division

Materials needed for implementing SENA 3

- Copy of Blackline Masters for SENA 3
- A4 paper cut lengthways into 4 strips (Task 20); one strip per student
- Multiple copies of BLM for Task 21; each student needs one strip
Note: these have been designed to specific lengths for the task
- Multiple copies of BLM for Task 22; each student needs one large strip and one small strip. **Note: these have been designed to specific lengths for the task**
- A4 sheet of paper for Task 26; students need to draw an array
- Multiple copies of BLM for Task 27; each student needs to draw a response

