Schedule for Early Number Assessment (SENA 4) Recording Sheet

Student Name: _____   Date of Interview:

Class: _____   1st _____

Age: _____D.O.B: _____   2nd _____

Task	Possible response & comments	Level
Aspect 4 **Place Value** **Task 1** Display this card **261** *How many tens are in two hundred and sixty one?*	**Student:** • Cannot answer the question • Says 6 tens (positional/ face value) • Correctly answers 26 tens **OTHER RESPONSES**	**Place Value** Not at Level 5 Level 5 - System PV Level 5 - System PV
Aspect 4 **Place Value** **Task 2** **Display these cards in a line** **120** **120** **180** *How would you find the total of these numbers?* If student states as an algorithm or needs paper ask *What happens if you don't have a piece of paper?* *Can you work it out in your head?*	**Student:** • Adds the 100s first to make 300, then adds the 20 and 80 to make 100 then adds on the 20 to make 420 • Doubles the 120 to make 240 adds on the remaining 180 • Adds the 120 to 180 to make 300, then adds the other 120 to make 420 • States that they put the numbers in a column and use the vertical algorithm ***ask additional question** **OTHER RESPONSES**	**Place Value** Level 3 - Hundreds, tens and ones Level 3 - Hundreds, tens and ones Level 3 - Hundreds, tens and ones **Need more information**
Aspect 4 **Place Value (decimals)** **Task 3** Display these cards **0.45** **0.8** **0.34** **0.5** *Look at these decimals.* *Can you arrange them from smallest to largest?* *Can you tell me between which two whole numbers these decimals lie?* Teacher can reword question, e.g. *If I drew a number line, between which two numbers would these decimals sit?* Teacher can draw number line to assist students.	**Student:** • Is unable to place decimals in correct order • Incorrectly places decimals seeing them as whole numbers e.g. 0.5, 0.8, 0.34, 0.45 • Places decimals in correct order (0.34, 0.45, 0.5, 0.8) but cannot state which two whole numbers they lie between • Places decimals in correct order and can state that they lie between 0 and 1 **OTHER RESPONSES**	**Place Value** Not at Level 4 Not at Level 4 Level 4 - Decimal place value Level 4 - Decimal place value

Student Name: _____   Date of Interview:
Class: _____   1st _____
Age: _____D.O.B: _____   2nd _____

Task	Possible response & comments	Level
Aspect 4 **Place Value (decimals)** **Task 4** Give student this sheet: For Task 4 Name:_____ **3.21** *If I multiplied this number by 20, what would the answer be? Why?* Teacher points to the '2' *What is the value of this digit?* *If I multiplied this number by 20, what would the answer be? Why?* **Provide student with pen** Teacher may ask further prompting questions if student is having difficulty e.g. *If we just multiplied the 3 by 20, what would the answer be? So the answer will be close to 60…*	**Student:** • Is unable to state the place value of the 2 • Says its value is '2' • Says its value is 'point 2' • Correctly states its value as 'tenths column' or '2 tenths' or 'one fifth' **OTHER RESPONSES** • Is unable to multiply the decimal by a whole number • Attempts to multiply the decimal with errors e.g. by 2 to get 6.42, by 10 twice, places the decimals point or a 'zero' in the incorrect place • Correctly multiples the decimal by 20 to get 64.2 **OTHER RESPONSES**	**Place Value** Not at Level 4 Not at Level 4 Not at Level 4 Level 4 - Decimal place value Not at Level 4 Level 4 – Decimal place value Level 5 - System PV
Aspect 5 **Multiplication and division** **Task 5** Display this card **16 x 9** *What is the answer to this?* *How did you work that out?*	**Student:** • Cannot complete the task • Adds 16 and 9 to get 25 • Correctly multiplies the 16 x 10 = 160 but subtracts 9 instead of 16 and gets 151 • Correctly multiplies the 16 x 10 = 160 and subtracts 16 to get 144 • Correctly multiplies 10 x 9 = 90 and 6 x 9 = 54 then adds the totals to get 144 **OTHER RESPONSES**	**Multiplication and division** Not at Level 4 Not at Level 4 Level 5 - Multiplication and division as operations Level 5 - Multiplication and division as operations Level 5 - Multiplication and division as operations

Schedule for Early Number Assessment (SENA 4) Recording Sheet

Student Name: _____

Class: _____

Age: _____ D.O.B: _____

Date of Interview:

1st _____

2nd _____

Task	Possible response & comments	Level
Aspect 5 **Multiplication and division** **Task 6** *What three numbers could you multiply to get an answer of 24?* **Note to teacher**: They can use the same number twice If students provide only 2 numbers, repeat the original question	**Student:** • Cannot complete task • Provides number combinations that add to 24 e.g. 12 + 12 • Provides factors of 24 e.g. 6, 8, 3… but not a set that equal 24 • Provides only 2 numbers e.g. 2 x 12 • Correctly states three numbers e.g. 2, 2, 6 or 2, 3, 4 or 3, 1, 8 or 2, 12, 1 **Note:** if student attempts to create groups using fingers to count in multiples to a total of 24, they may be at Level 3 or 4 (see tasks in SENA 2 and 3 for more information) **OTHER RESPONSES**	**Multiplication and division** Not at Level 4 Level 4 - Repeated abstract units Level 4 - Repeated abstract units Level 5 - Multiplication and division operations Level 5 - Multiplication and division operations
	Links to Aspect 3: Level 7 Number properties	
Aspect 5 **Multiplication and division** **Task 7** There are 36 students in a class. *How many students would be at each table if I had 6 tables?* *How did you work that out?*	**Student:** • Cannot complete the task • Uses repeated addition to solve task, e.g. 6, 12, 18, 25, 30, 36… 6 students • Uses division to work out 6 • Uses inverse operation of multiples/ 'times tables' to answer 6 x __ = 36 **OTHER RESPONSES**	**Multiplication and division** Not at Level 4 Level 4 - Repeated abstract units Level 5 - Multiplication and division operations Level 5 - Multiplication and division operations
How many students would be at each table if I had 9 tables? *How did you know that?*	• Cannot complete the task • Uses division to work out 4 • Uses repeated addition to solve task, e.g. 9, 18, 27, 36…4 students • Uses inverse operation of multiples/ 'times tables' to answer 9 x __ = 36 **OTHER RESPONSES**	Not at Level 4 Level 4 - Repeated abstract units Level 4 - Repeated abstract units Level 5 - Multiplication and division operations

Schedule for Early Number Assessment (SENA 4) Recording Sheet
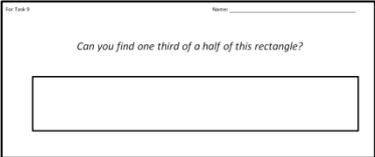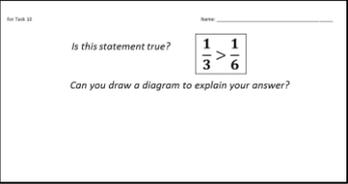
Student Name: _____

Class: _____

Age: _____D.O.B: _____

Date of Interview:

1st _____

2nd _____

Task	Possible response & comments	Level
Aspect 6 **Fraction units** **Task 8** Provide student with the small rectangle and a blank piece of paper *Here is a piece of chocolate.* *Use it to draw a piece of chocolate that is four -thirds the size of this chocolate?*	**Student:** • Cannot complete task • Incorrectly draws a rectangle three-quarters the size, or draws three-quarters on the piece of chocolate **(re-ask the question)** • Incorrectly draws four rectangles, may shade three quarters • Correctly draws four-thirds by adding an additional one-third to the whole (may draw thirds on the original piece) **OTHER RESPONSES**	**Fraction units** Not at Level 3 Not at Level 3 Not at Level 3 Level 3 - Reforms the whole
Aspect 6 **Fraction units** **Task 9** Provide student with question sheet *Can you find one third of a half of this rectangle?* *Can you find one-third of a half of this rectangle?*	**Student:** • Cannot complete the task • Can halve the strip but is unable to make thirds of the half (sixths) • Divides the strip into thirds • Halves the strip and creates thirds of the half but us unable to identify one-sixth • Divides the strip into sixths and correctly identifies one-sixth **OTHER RESPONSES**	**Fraction units** Not at Level 3 Level 1 - Halving Level 2 – Equal partitions Level 2 – Equal partitions Level 4 - Multiplicative partitioning
Aspect 6 **Fraction units** **Task 10** Provide student with question sheet *Is this statement true?* $\frac{1}{3} > \frac{1}{6}$ *Can you draw a diagram to explain your answer?* *Is this statement true?* (Read it to student: *one-third is greater than one-sixth*) *Can you draw a diagram to explain your answer?*	**Student:** • Incorrectly states that it is false, says one-sixths is larger • Correctly says that the statement is true but is unable to draw a diagram to explain why • Correctly says the statement is true and is able to use a diagram to explain why, however the 'wholes' the student draws are not equal • Correctly says the statement is true and is able to use a diagram to explain why, in the diagram the proportions are correct (the sixth looks half of the size of the third) **OTHER RESPONSES**	**Fraction units** No level need further information No level need further information Level 3- Reforms the whole Level 5 - Fractions as numbers **Students could also be at <u>Level 4</u> if they talk about the equivalence of two-sixths and one-third in their explanation**