

## Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: \_\_\_\_\_  
 Class: \_\_\_\_\_  
 Age: \_\_\_\_\_ D.O.B: \_\_\_\_\_

Date of Interview: \_\_\_\_\_  
 1<sup>st</sup> \_\_\_\_\_  
 2<sup>nd</sup> \_\_\_\_\_

Task	Possible response & comments	Level																				
<p><b>Aspect 1</b>  <b>Numeral Identification</b>  <b>Tasks 1-18</b>                      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			<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Does not recognise any numerals 0 to 10</li> <li>Recognises some of the numerals 0 to 10</li> <li>Recognises numerals 0 to 10</li> <li>Recognises numerals 0 to 20</li> <li>Recognises numerals 0 to 100</li> <li>Recognises numerals 0 to 1000</li> </ul> <p><b>NOTE:</b> Level 4 is not assessed in SENA 1.                      Use numeral cards from SENA 2 if needed</p>	<p><b>Numeral Identification</b></p> <p>Level 0                      Level 0                      Level 1                      Level 2                      Level 3                      Level 4</p>
3	6	10	2	9																		
8	5	0	7	4																		
23	15	12	43	13																		
20	100	66																				
<p><b>Aspect 1</b>  <b>Forward number word sequences</b>  <b>Tasks 19 – 29</b>                      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	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot count to 10</li> <li>Counts forward to 10 but cannot give the number after a given number</li> <li>Can count to 10 and give the number after a given number but counts from one to find the answer</li> <li>Can count to 10 and give the number after a given number</li> <li>Can count to 30 and give the number after a given number in the range 1 to 30</li> <li>Can count to 100 and give the number after a given number in the range 1 to 100</li> </ul>	<p><b>FNWS</b></p> <p>Level 0                      Level 1                      Level 2                      Level 3                      Level 4                      Level 5</p>									
1, ..... 32																						
62, ..... 73																						
96, ..... 113																						
5	9	13	19																			
27	46	69	80																			
<p><b>Aspect 1</b>  <b>Backward number word sequences</b>  <b>Tasks 30 – 32</b>                      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	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot count backwards from 10</li> <li>Counts backwards from 10 but cannot give the number before a given number</li> <li>Can count backwards from 10 and give the number before a given number but counts from one to find the answer</li> <li>Can count backwards from 10 and give the number before a given number</li> <li>Can count backwards from 30 and give the number before a given number in the range 1 to 30</li> </ul>	<p><b>BNWS</b></p> <p>Level 0                      Level 1                      Level 2                      Level 3                      Level 4</p>																	
10, ..... 1																						
23, ..... 16																						
103, ..... 98																						



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Task	Possible response & comments	Level								
<p><b>Aspect 1</b>  <b>Backward number word sequences</b>  <b>Tasks 32 - 40</b>  <i>What number comes before...?</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 25px;">5</td> <td style="width: 25px; height: 25px;">9</td> <td style="width: 25px; height: 25px;">16</td> <td style="width: 25px; height: 25px;">2</td> </tr> <tr> <td style="width: 25px; height: 25px;">47</td> <td style="width: 25px; height: 25px;">13</td> <td style="width: 25px; height: 25px;">70</td> <td style="width: 25px; height: 25px;">31</td> </tr> </table>	5	9	16	2	47	13	70	31	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Can count backwards from 100 and give the number before a given number in the range 1 to 100</li> </ul>	<p><b>BNWS</b></p> <p>Level 5</p>
5	9	16	2							
47	13	70	31							
<p><b>Aspect 3</b>  <b>Pattern and number structure</b>  <b>Subitising</b>  <b>Tasks 41 - 46</b>  <i>How many dots are there?</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25px; height: 25px;">4</td> <td style="width: 25px; height: 25px;">6</td> <td style="width: 25px; height: 25px;">5</td> <td style="width: 25px; height: 25px;">3</td> </tr> <tr> <td style="width: 25px; height: 25px;">4</td> <td style="width: 25px; height: 25px;">4</td> <td style="width: 25px; height: 25px;">4</td> <td style="width: 25px; height: 25px;">5</td> </tr> </table>	4	6	5	3	4	4	4	5	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>May recognise dot pattern for three but counts the other patterns by ones</li> <li>Immediately recognises all the dot patterns</li> <li>Recognises the 4 + 4 pattern and 4 + 5 pattern as 8 and 9 and as 4 + 4 and 4 + 5</li> </ul>	<p><b>Subitising</b></p> <p>Level 0 - Emergent</p> <p>Level 1 - Instant</p> <p>Level 2 - Repeated</p>
4	6	5	3							
4	4	4	5							
<p><b>Aspect 2</b>  <b>Early arithmetic strategies (EAS)</b>  <b>Counting</b>  <b>Tasks 47 - 49</b></p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;">Put out 5 blue counters. <i>How many blue counters are there?</i></td> </tr> <tr> <td style="padding: 5px;">Put out a pile of red counters. <i>Get me 8 red counters.</i></td> </tr> <tr> <td style="padding: 5px;">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>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot coordinate number words with items when counting</li> <li>Cannot count the items using the forward sequence of numbers</li> <li>Counts 5 items and 8 items but is unable to count the items altogether.</li> <li>Counts each item by one</li> </ul> <p><b>NOTE:</b> If student is unable to complete these tasks do not continue beyond <b>Task 49</b></p>	<p><b>EAS</b></p> <p>Level 0 - Emergent</p> <p>Level 0 - Emergent</p> <p>Level 0 - Emergent</p> <p>Level 1 - Perceptual counting</p>					
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>										
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<p><b>Aspect 2</b>  <b>Early arithmetic strategies (EAS)</b>  <b>Addition</b>  <b>Task 50</b></p> <table border="1" style="width: 100%;"> <tr> <td style="padding: 5px;"> <b>4 + 3</b>  <i>Here are four counters.</i>                      (briefly display, then screen)  <i>Here are three more counters.</i>                      (briefly display, then screen)   <i>How many counters are there altogether?</i> </td> </tr> </table>	<b>4 + 3</b> <i>Here are four counters.</i> (briefly display, then screen) <i>Here are three more counters.</i> (briefly display, then screen)  <i>How many counters are there altogether?</i>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot solve the task</li> <li>Counts out four fingers and then three fingers and then recounts from one to seven</li> <li>Immediately represents 4 and 3 using fingers then counts all items by ones from one</li> <li>Counts from one. Uses fingers as markers as they go (says 1, 2, 3, 4 (may pause) 5, 6, 7)</li> <li>Counts from one</li> <li>Counts on from four or three to solve task</li> </ul>	<p><b>EAS</b></p> <p>Level 0 - Emergent</p> <p>Level 1 - Perceptual counting</p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p>							
<b>4 + 3</b> <i>Here are four counters.</i> (briefly display, then screen) <i>Here are three more counters.</i> (briefly display, then screen)  <i>How many counters are there altogether?</i>										



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Task	Possible response & comments	Level
<p><b>Aspect 2</b> <b>Early arithmetic strategies (EAS)</b> <b>Addition</b> <b>Task 51</b></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><b>Student</b></p> <ul style="list-style-type: none"> <li>Counts seven fingers and then two fingers and then recounts from one</li> <li>Counts from one, using fingers as items.</li> <li>Counts from one</li> <li>Counts on from seven</li> <li>Knows answer automatically</li> </ul>	<p><b>EAS</b></p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p><b>Need more information</b></p>
<p><b>Aspect 2</b> <b>Early arithmetic strategies (EAS)</b> <b>Addition</b> <b>Task 52</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>9 + 4</b> Here are nine counters. (briefly display, then screen) Here are four counters. (briefly display, then screen)</p> <p><i>How many counters are there altogether?</i></p> </div>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Counts from one. Uses fingers as markers</li> <li>Counts from one</li> <li>Counts on from nine to solve task</li> <li>Uses a known fact eg. <math>10 + 2 = 12</math> so <math>9 + 2 = 11</math></li> <li>Partitions using ten as a base <math>9 + 2</math> is the same as <math>9 + 1 + 1</math></li> </ul>	<p><b>EAS</b></p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>
<p><b>Aspect 2</b> <b>Early arithmetic strategies (EAS)</b> <b>Subtraction</b> <b>Tasks 53</b></p> <div style="border: 1px solid black; padding: 5px;"> <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><b>Student</b></p> <ul style="list-style-type: none"> <li>Counts seven fingers and then puts two fingers down. Answer is five</li> <li>Counts from one to seven and then back two</li> <li>Counts down from 7 (7,... 6,...5,... Answer is 5)</li> <li>Knows answer automatically</li> </ul>	<p><b>EAS</b></p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p><b>Need more information</b></p>
<p><b>Aspect 2</b> <b>Early arithmetic strategies (EAS)</b> <b>Subtraction</b> <b>Task 54</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>12 remove 3</b></p> <p><i>I have 12 counters. (briefly display, then screen)</i> <i>I'm taking away 3 counters. (remove 3)</i></p> <p><i>How many are left?</i></p> </div>	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>Counts up to 12. The student keeps track of the count on fingers. (3,... 4,... 5,... 6,... 7,... 8,... 9,... 10,... 11,... 12, Answer is 9)</li> <li>Counts down from 12. The student may or may not keep track of the count on fingers (12,...11,...10,...9,...Answer is 9)</li> <li>Counts down to 3. The student keeps track of the count on fingers. (12,... 11,... 10,... 9,... 8,... 7,... 6,... 5,...4,... 3,... Answer is 9)</li> <li>Knows answer automatically</li> <li>Uses addition for subtraction eg. <math>9 + 3 = 12</math></li> <li>Uses a known fact eg. <math>10 - 3 = 7</math> so <math>12 - 3</math> is 2 more than 7 ... Answer is 9</li> </ul>	<p><b>EAS</b></p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p><b>Need more information</b></p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>



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Task	Possible response & comments	Level
<p><b>Aspect 2</b> <b>Early arithmetic strategies (EAS)</b> <b>Subtraction</b> <b>Task 55</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>11 remove ... = 7</b></p> <p><i>I have 11 counters. (briefly display, then screen) I'm taking away some counters and there are 7 left. (remove 4 counters)</i></p> <p><i>How many did I take away?</i></p> </div>	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>Counts up to 11. The student keeps track of the count on fingers. (<b>7</b>,... 8,... 9,... 10,... 11 Answer is 4)</li> <li>Counts down from 11. The student may or may not keep track of the count on fingers (<b>11</b>,... 10,... 9,... 8,... 7,... Answer is 4)</li> <li>Counts down to 4. The student keeps track of the count on fingers. (<b>11</b>,... 10,... 9,... 8,... 7,... 6,... 5,... 4,... Answer is 4)</li> <li>Knows answer automatically</li> <li>Uses addition for subtraction eg. <math>7 + 4 = 11</math></li> <li>Uses a known fact eg. <math>10 - 7 = 3</math> so <math>11 - 7 = 4</math></li> </ul>	<p><b>EAS</b></p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p><b>Need more information</b></p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>
<p><b>Aspect 5</b> <b>Multiplication and division</b> <b>Task 56</b></p> <p>Present a pile of counters, more than 12, to the student. (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. (Screen the counters) How many are there altogether?</i></p> <p>(Display the counters if student is unable to complete the task without the items visible)</p>	<p><b>Student:</b></p> <ul style="list-style-type: none"> <li>Cannot form equal groups</li> <li>Can make three groups of four counters using one to one dealing. Counts each item by ones without attention to the structure</li> <li>Makes equal groups and uses skip counting to count the total number of items (2, 4, 6, 8, 10, 12)</li> </ul>	<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>

