

Student Learning Goals (SENA 3) Recording Sheet

Student Name: _____

Date of Interview:

Class: _____

1st _____

Age: _____ D.O.B: _____

2nd _____

Task	Student Learning Goals	Comments and Feedback								
<p>Aspect 4 Place Value Task 1 <i>I had 15 pencils and I was given another 7.</i></p> <p><i>How many do I have now?</i></p> <p>Task 2 <i>What is the difference between 20 and 39?</i></p> <p>If student does not understand the word 'difference' ask, <i>How many numbers are between 20 and 39</i></p> <p>An example could be given as a prompt 'the difference between 5 and 7 is 2'</p>										
<p>Note: this task also links to Aspect 2: Early Arithmetic Strategies</p>										
<p>Aspect 1 Numeral identification Tasks 3 - 10 Show student each numeral card and ask them to say what number it is</p> <table border="1" data-bbox="97 1088 549 1200"> <tr> <td>2462</td> <td>1001</td> <td>15 257</td> <td>1010</td> </tr> <tr> <td>950</td> <td>199</td> <td>10 000</td> <td>9070</td> </tr> </table>	2462	1001	15 257	1010	950	199	10 000	9070		
2462	1001	15 257	1010							
950	199	10 000	9070							
<p>Aspect 1 Counting by 10s and 100s Tasks 11 – 13 <i>Start from 62 and count forwards by 5s. I'll tell you when to stop.</i></p> <table border="1" data-bbox="97 1420 549 1464"> <tr> <td>62, 67, 72, 77,97,102 stop</td> </tr> </table> <p>Display this card <table border="1" data-bbox="352 1509 496 1554"><tr><td>9990</td></tr></table></p> <p><i>Start from 9990 and count backwards by 100s. I'll tell you when to stop.</i></p> <table border="1" data-bbox="97 1655 549 1700"> <tr> <td>9990, 9890, 9790,9590 stop</td> </tr> </table> <p>Display this card <table border="1" data-bbox="352 1749 496 1794"><tr><td>2085</td></tr></table></p> <p><i>Start from 2085 and count forwards by 10s. I'll tell you when to stop.</i></p> <table border="1" data-bbox="97 1895 549 1939"> <tr> <td>2085, 2095, 2105,2125 stop</td> </tr> </table>	62, 67, 72, 77,97,102 stop	9990	9990, 9890, 9790,9590 stop	2085	2085, 2095, 2105,2125 stop					
62, 67, 72, 77,97,102 stop										
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<p>Aspect 3 Pattern and number structure Number properties Task 14 <i>I can make 24 by multiplying 6 and 4.</i> <i>What are two other numbers that I can multiply to equal 24?</i> <i>Can you tell me another two?</i></p>		
<p>Note: this task also links to Aspect 5: Multiplication and division.</p>		
<p>Teacher note: To complete the following <i>Place Value</i> tasks, students need to at least be at Level 3 - <i>Counting-on-and-back</i> in Aspect 2 – Early Arithmetic Strategies. If student is not at this level, go to Task 20 - Fractions.</p>		
<p>Aspect 4 Place Value Task 15 Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>39 + 45</p> </div> <p><i>What is the answer to this?</i> <i>How did you work that out?</i></p> <p>Note: If student says 'I added the 3 and the 4' then ask student: <i>What does the 3 represent?</i></p> <p>(Does the student understand that the '3' represents '30'?)</p>		



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<p>Aspect 4 Place Value Task 16 Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>150 + 160</p> </div> <p><i>What is the answer to this?</i> <i>How did you work that out?</i></p> <p>Note: If student says '1 added the 1 and the 1' then ask student: <i>What does the 1 represent?</i> (Does the student understand that the '1' represents '100'?)</p>		
<p>Aspect 4 Place Value Task 17 Display this card</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>120 – 37</p> </div> <p><i>What is 120 minus 37?</i> <i>How did you work it out?</i></p>		



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<p>Aspect 4 Place Value (decimals) Task 18 Display these cards. Read each decimal to the student.</p> <div data-bbox="231 454 416 504" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">0.9</div> <div data-bbox="231 526 416 575" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">0.85</div> <p><i>Which decimal is larger?</i> <i>How do you know?</i></p>		
<p>Aspect 4 Place Value (decimals) Task 19 Display this card</p> <div data-bbox="209 1099 440 1149" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">0.65 x 10</div> <p><i>What is the answer to this?</i> <i>How did you work it out?</i></p> <p>Provide students with paper to assist in solving this task.</p>		



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<p>Aspect 6 Fraction units Task 20 Provide student with a strip of paper</p> <div style="border: 1px solid black; width: 200px; height: 20px; margin: 10px 0;"></div> <p><i>Can you fold this paper into quarters? Can you show me how much I would get if you gave me one quarter?</i></p> <p>(ensure students open it back out again) May need to prompt student to show you which part is one quarter</p> <p>Extension question: If I fold the paper in half again, what fraction would it make? (eighths)</p>		
<p>Aspect 6 Fraction units Task 21 Provide student with a strip that looks like this (one-third shaded)</p> <div style="border: 1px solid black; width: 250px; height: 15px; margin: 10px 0;"> <div style="background-color: #cccccc; width: 80px; float: right;"></div> </div> <p><i>What fraction of the whole strip of paper is shaded?</i></p> <p><i>How did you/ can you work it out?</i> (Students can fold the strip)</p>		
<p>Aspect 6 Fraction units Task 22 Provide students with a strip of paper</p> <div style="border: 1px solid black; width: 150px; height: 20px; margin: 10px 0;"></div> <p>And another smaller strip (one-fifth of the original strip)</p> <div style="border: 1px solid black; width: 40px; height: 15px; margin: 10px 0;"></div> <p><i>What fraction of the longer strip is this?</i></p>		



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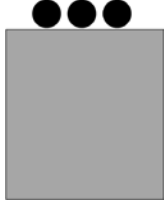


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<p>Aspect 5 Multiplication and division Task 23 Display this image to the student</p>  <p><i>The dots are in equal rows. Some dots are hidden. There are 12 dots in the array altogether.</i></p> <p><i>How many rows are there? (Including the ones that are hidden)</i></p> <p><i>How do you know?</i></p>		
<p>Aspect 5 Multiplication and division Task 24 Display this card</p>  <p>Point to the answer box when asking: <i>Five times two is the same as what times five?</i></p> <p>Ask: How did you work that out?</p> <p>Task 25 Display this card</p>  <p><i>What is the answer to this?</i></p> <p>Note: Teacher can ask: <i>How did you work it out?</i></p>		
<p>Teacher note: If student cannot complete Tasks 24 and 25, go to Task 27 - Aspect 7</p>		



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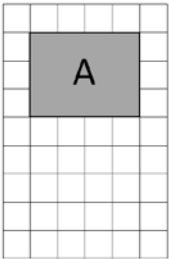
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<p>Aspect 5 Multiplication and division Task 26 <i>If I divided 37 by five, would it divide equally or would I have a remainder?</i></p> <p><i>How did you work it out?</i></p> <p><i>How many are left over?</i></p> <p>Provide student with paper and a pencil.</p> <p><i>Draw an array to show your answer.</i></p> <p>Note: Does the student know that the remainder is the start of a new row?</p>		
<p>Aspect 7 Unit structure of length, area and volume Task 27 Provide students with this image. <i>What is the area of rectangle A?</i></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p><i>How can you check your answer?</i> <i>(provide student with a pen)</i></p> </div> </div> <p><i>Now, make this shape have an area of 16 squares.</i></p>		
<p>Note: this task also links to Aspect 5: Multiplication and division.</p>		

