

Schedule for Early Number Assessment (SENA 4) Recording Sheet

Student Name: Bachio

Date of Interview:

Class: Y6 FPS

1st _____

Age: _____ D.O.B: _____

2nd Dec 2015

Task	Possible response & comments	Level
Aspect 4 Place Value Task 1 Display this card <div style="border: 1px solid black; padding: 5px; display: inline-block;">261</div> ✓ <i>How many tens are in two hundred and sixty one?</i>	Student: <ul style="list-style-type: none"> Cannot answer the question Says 6 tens (positional/ face value) Correctly answers 26 tens OTHER RESPONSES 26 tens in the hundreds place	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 <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;">120</div> <div style="border: 1px solid black; padding: 5px;">120</div> <div style="border: 1px solid black; padding: 5px;">180</div> </div> ✓ <i>How would you find the total of these numbers?</i> If student states as an algorithm or needs paper ask <i>What happens if you don't have a piece of paper?</i> <i>Can you work it out in your head?</i>	Student: <ul style="list-style-type: none"> 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 <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="border: 1px solid black; padding: 5px;">0.45</div> <div style="border: 1px solid black; padding: 5px;">0.8</div> <div style="border: 1px solid black; padding: 5px;">0.34</div> <div style="border: 1px solid black; padding: 5px;">0.5</div> </div> ✓ <i>Look at these decimals.</i> <i>Can you arrange them from smallest to largest?</i> <i>Can you tell me between which two whole numbers these decimals lie?</i> Teacher can reword question, e.g. <i>If I drew a number line, between which two numbers would these decimals sit?</i> Teacher can draw number line to assist students.	Student: <ul style="list-style-type: none"> 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 0 1	Place Value Not at Level 4 Not at Level 4 Level 4 - Decimal place value Level 4 - Decimal place value

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Aspect 4 Place Value (decimals) Task 4 Give student this sheet: <p>Teacher points to the '2' What is the value of this digit?</p> <p>If I multiplied this number by 20, what would the answer be? Why?</p> <p>Provide student with pen</p> <p>Teacher may ask further prompting questions if student is having difficulty e.g.</p> <p>If we just multiplied the 3 by 20, what would the answer be? So the answer will be close to 60...</p>	<p>Student:</p> <ul style="list-style-type: none"> 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' <p>one tenth 0 and 2 tenths</p> <p>OTHER RESPONSES (thinks - asked the positional 'column' place value)</p> <ul style="list-style-type: none"> 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 multiplies the decimal by 20 to get 64.2 <p>OTHER RESPONSES 60.70 uses paper uses vertical algorithm 64.2 made it easier x2 6.42 x10 64.2</p>	<p>Place Value</p> <p>Not at Level 4</p> <p>Not at Level 4</p> <p>Not at Level 4</p> <p>Level 4 - Decimal place value</p> <p>Not at Level 4</p> <p>Level 4 - Decimal place value</p> <p>Level 5 - System PV</p>
Aspect 5 Multiplication and division Task 5 Display this card <p>What is the answer to this?</p> <p>How did you work that out?</p>	<p>Student:</p> <ul style="list-style-type: none"> 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 <p>159 (sc) 151 16x10=160-9 151</p> <p>OTHER RESPONSES</p>	<p>Multiplication and division</p> <p>Not at Level 4</p> <p>Not at Level 4</p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 5 - Multiplication and division as operations</p> <p>Level 5 - Multiplication and division as operations</p>

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Aspect 5 Multiplication and division Task 6 <i>What three numbers could you multiply to get an answer of 24?</i> Note to teacher: They can use the same number twice If students provide only 2 numbers, repeat the original question $2 \times 2 \times 8$ <i>wrong numbers</i> <i>right process.</i>	Student: <ul style="list-style-type: none"> 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. 2×12 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. <i>How many students would be at each table if I had 6 tables?</i> <i>How did you work that out?</i> $6 \quad 36 \div 6$ <i>How many students would be at each table if I had 9 tables?</i> <i>How did you know that?</i> $4 \quad 36 \div 9$	Student: <ul style="list-style-type: none"> 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 $6 \times \underline{\quad} = 36$ $36 \div 6$ OTHER RESPONSES <ul style="list-style-type: none"> 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 $9 \times \underline{\quad} = 36$ $36 \div 9$ 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 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

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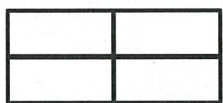
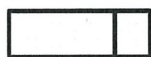
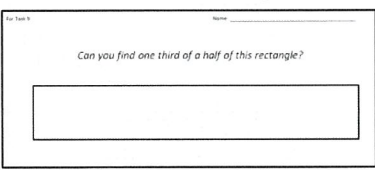
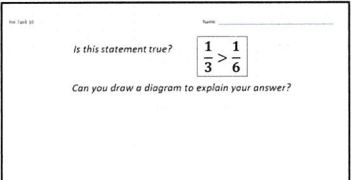
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Aspect 6 Fraction units Task 8 Provide student with the small rectangle and a blank piece of paper  <i>Here is a piece of chocolate.</i> <i>Use it to draw a piece of chocolate that is four thirds the size of this chocolate?</i> <i>Draws 5 ^{thirds} quarters</i> <i>Tries again</i> <i>4 thirds</i> <i>divides this by three</i>	Student: <ul style="list-style-type: none"> 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  <ul style="list-style-type: none"> 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  <i>Can you find one third of a half of this rectangle?</i> <i>halves then</i> <i>thirds the half to get one-sixth</i>	Student: <ul style="list-style-type: none"> 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 is 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  <i>Is this statement true?</i> <i>(Read it to student: one-third is greater than one-sixth)</i> <i>Can you draw a diagram to explain your answer?</i>	Student: <ul style="list-style-type: none"> 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 <i>wholes are not the same size</i> <i>But his sixth looks like half of the sixth</i>	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 Level 4 if they talk about the equivalence of two-sixths and one-third in their explanation