

EARLY STAGE ONE**ASSESSMENT**

<p>ASPECT 1 Forward Number Word Sequence <input type="checkbox"/> Counts to 10 <input type="checkbox"/> Cannot say the number word just after a given number word in the range 1-10 <input type="checkbox"/> Dropping back to one does not appear at this level <input type="checkbox"/> Counts to 10 <input type="checkbox"/> Says the number word just after a given number word but drops back to one when doing so <input type="checkbox"/> Counts to 10 <input type="checkbox"/> Says the number word just after a given number word in the range 1-10 without dropping back <input type="checkbox"/> Counts to 30 <input type="checkbox"/> Says the number word just after a given number word in the range 1-30 without dropping back</p>	<p>Backward Number Word Sequence <input type="checkbox"/> Counts backwards from 10-1 <input type="checkbox"/> Cannot say the number word just before a given number word in the range 1-10 <input type="checkbox"/> Dropping back to one does not appear at this level <input type="checkbox"/> Counts backwards from 10-1 <input type="checkbox"/> Says the number word just before a given number word in the range 1-10, but drops back to one when doing so <input type="checkbox"/> Counts backwards from 10-1 <input type="checkbox"/> Says the number word just before a given number word in the range 1-10 without dropping back <input type="checkbox"/> Counts backwards from 30-1 <input type="checkbox"/> Says the number word just before a given number word in the range 1-30 without dropping back Numeral Identification <input type="checkbox"/> Identifies all numerals in the range 1-10 <input type="checkbox"/> Identifies all numerals in the range 1-30</p>	<p>ASPECT 2 Perceptual Counting <input type="checkbox"/> Counts visible items to find the total count <input type="checkbox"/> Builds and subtracts numbers by using materials or fingers to represent each number <input type="checkbox"/> Objects or fingers remain constantly in view while counting</p> <p>ASPECT 3 Instant <input type="checkbox"/> Subitise small numbers Repeated <input type="checkbox"/> Recognises, describes and continues a repeated pattern Multiple <input type="checkbox"/> Creates a pattern of repeated units of a specified size</p>
<p>ASPECT 5 Forming Equal Groups <input type="checkbox"/> Uses perceptual counting and sharing to form groups of specified sizes <input type="checkbox"/> Does not see the groups as composite units and counts each individual item Perceptual Multiples <input type="checkbox"/> Uses groups or multiples in perceptual counting and sharing, eg. Rhythmic or skip counting <input type="checkbox"/> Cannot deal with concealed items</p>	<p>ASPECT 6 Halving <input type="checkbox"/> Forms halves and quarters by repeated halving <input type="checkbox"/> Can use distributive dealing to share</p>	<p>ASPECT 7 Direct Alignment <input type="checkbox"/> Directly compares the size of two objects (alignment) Transitive Comparison <input type="checkbox"/> Directly compares the size of three or more objects (transitivity) <input type="checkbox"/> Uses indirect comparison by copying the size of one of the objects</p>
<p>Assessment for Learning</p>	<p>Assessment as Learning</p>	<p>Assessment of Learning</p>

STAGE ONE / YEAR 1

ASSESSMENT

<p>ASPECT 1 Forward Number Word Sequence <input type="checkbox"/> Counts to 100 <input type="checkbox"/> Says the number word just after a given number word in the range 1-100 without dropping back Backward Number Word Sequence <input type="checkbox"/> Counts backwards from 100-1 <input type="checkbox"/> Says the number word just before a given number word in the range 1-100 without dropping back Numeral Identification <input type="checkbox"/> Identifies numerals in the range 1-100 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 10s to 100, eg. 10, 20.....100 <input type="checkbox"/> Counts forwards and backwards by 100s to 1000, eg. 100, 200.....1000 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 10s and 5s, off the decade to 100, eg. 2, 12, 22...92</p>	<p>ASPECT 2 Figurative Counting <input type="checkbox"/> Visualises concealed items and determines the total by counting from one <input type="checkbox"/> May use fingers to represent the concealed items when the total of two screened parts is greater than ten. Counting-On-and-Back <input type="checkbox"/> Counts on or back to solve problems <input type="checkbox"/> A number takes a place of a completed count <input type="checkbox"/> Counts on rather than counting from one to solve addition or missing addends tasks <input type="checkbox"/> Uses count-down-from strategy, eg. 17-3 as 16, 15, 14, answer 14, or a count-down-to strategy, eg. 17-14 as 16, 15, 14, answer 3, to solve subtraction tasks</p>	<p>ASPECT 4 Ten as a Count <input type="checkbox"/> Counts on but uses single units of one or ten in counting strategies <input type="checkbox"/> Knows the sequence of multiples of ten, i.e. 10, 20, 30.... as a sequenced count <input type="checkbox"/> Treats ten as something constructed of ten <i>ones</i>, but one <i>ten</i> and ten <i>ones</i> do not exist for the student at the same time Tens as a Unit <input type="checkbox"/> Counts by tens and ones from the middle of the decade to find the total or difference of two 2-digit numbers where one of the numbers is represented by materials <input type="checkbox"/> Treats ten as a single unit while recognising that it contains ten <i>ones</i> (abstract composite unit)</p>
<p>ASPECT 3 Multiple <input type="checkbox"/> Creates a pattern of repeated units of a specified size Part-Whole to 20 <input type="checkbox"/> Knows or easily derives number combinations to 20. For example, 7+8 might be instantly recalled or treated as one more or less than a double. <input type="checkbox"/> Partitions numbers to 20 in both standard and non-standard form</p>	<p>ASPECT 5 Figurative Units <input type="checkbox"/> Uses equal grouping and counting without individual items visible <input type="checkbox"/> Relies on perceptual markers to represent each group <input type="checkbox"/> Needs to represent the groups before determining the total ASPECT 6 Halving <input type="checkbox"/> Forms halves and quarters by repeated halving <input type="checkbox"/> Can use distributive dealing to share</p>	<p>ASPECT 7 Multiple Units <input type="checkbox"/> Uses multiple units of the same size to measure an object (without gaps or overlaps) <input type="checkbox"/> Chooses and uses a selection of the same size and type of units to measure an object (without gaps or overlaps) Indirect Comparison <input type="checkbox"/> States the qualitative relationship between the size and number of units (i.e. with bigger units you need fewer of them) <input type="checkbox"/> Chooses and uses a selection of the same size and type of units to measure by indirect comparison</p>
<p>Assessment for Learning</p>	<p>Assessment as Learning</p>	<p>Assessment of Learning</p>

STAGE ONE / YEAR 2

ASSESSMENT

<p>ASPECT 1 Forward Number Word Sequence <input type="checkbox"/> Counts to 100 <input type="checkbox"/> Says the number word just after a given number word in the range 1-100 without dropping back Backward Number Word Sequence <input type="checkbox"/> Counts backwards from 100-1 <input type="checkbox"/> Says the number word just before a given number word in the range 1-100 without dropping back Numeral Identification <input type="checkbox"/> Identifies numerals in the range 1-1000 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 10s and 5s, off the decade to 100, eg. 2, 12, 22...92 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 10s, off the decade in the range 1-1000, eg. 367, 377, 387,</p>	<p>ASPECT 2 Counting-On-and-Back <input type="checkbox"/> Counts on or back to solve problems <input type="checkbox"/> A number takes a place of a completed count <input type="checkbox"/> Counts on rather than counting from one to solve addition or missing addends tasks <input type="checkbox"/> Uses count-down-from strategy, eg. 17-3 as 16, 15, 14, answer 14, or a count-down-to strategy, eg. 17-14 as 16, 15, 14, answer 3, to solve subtraction tasks Facile (flexible) <input type="checkbox"/> Uses known facts, number structure and other non-count-by-one strategies to solve problems (involving one or two digits) ASPECT 3 Part-Whole to 20 <input type="checkbox"/> Knows or easily derives number combinations to 20. For example, 7+8 might be instantly recalled or treated as one more or less than a double. <input type="checkbox"/> Partitions numbers to 20 in both standard and non-standard form</p>	<p>ASPECT 4 Tens and Ones 2a: Jump Method <input type="checkbox"/> Treats ten as a unit that can be repeatedly constructed in place of ten individual counts. Tens and ones are flexibly regrouped. <input type="checkbox"/> Counts forwards or backwards firstly by tens and then by ones 2b: Split Method <input type="checkbox"/> Treats ten as an abstract composite unit <input type="checkbox"/> Solves addition and subtraction problems mentally by separating the tens from the ones, then adding or subtracting each separately before combining <input type="checkbox"/> Uses non-standard decomposition of two-digit numbers, eg, 76=60+16</p>
<p>ASPECT 5 Figurative Units <input type="checkbox"/> Uses equal grouping and counting without individual items visible <input type="checkbox"/> Relies on perceptual markers to represent each group <input type="checkbox"/> Needs to represent the groups before determining the total</p>	<p>ASPECT 6 Halving <input type="checkbox"/> Forms halves and quarters by repeated halving <input type="checkbox"/> Can use distributive dealing to share</p>	<p>ASPECT 7 Indirect Comparison <input type="checkbox"/> States the qualitative relationship between the size and number of units (i.e. with bigger units you need fewer of them) <input type="checkbox"/> Chooses and uses a selection of the same size and type of units to measure by indirect comparison</p>
<p>Assessment for Learning</p>	<p>Assessment as Learning</p>	<p>Assessment of Learning</p>

STAGE TWO / YEAR 3

ASSESSMENT

<p>ASPECT 1 Forward Number Word Sequence <input type="checkbox"/> Counts beyond 100 Backward Number Word Sequence <input type="checkbox"/> Counts backwards from any number Numeral identification <input type="checkbox"/> Identifies numerals in the range 1-10000 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 100s, off the 100, and on or off the decade to 1000, eg. 24, 124, 224,.....924</p> <p>ASPECT 3 Number Properties <input type="checkbox"/> Understands the structural properties of numbers including how to regroup when operating with numbers. For example, $9 \times 6 = 6 \times 6 + 3 \times 6$, $27 + 38 + 3 = (27 + 3) + 38$</p>	<p>ASPECT 4 Tens and Ones 2a: Jump Method <input type="checkbox"/> Treats ten as a unit that can be repeatedly constructed in place of ten individual counts. Tens and ones are flexibly regrouped. <input type="checkbox"/> Counts forwards or backwards firstly by tens and then by ones 2b: Split Method <input type="checkbox"/> Treats ten as an abstract composite unit <input type="checkbox"/> Solves addition and subtraction problems mentally by separating the tens from the ones, then adding or subtracting each separately before combining <input type="checkbox"/> Uses non-standard decomposition of two-digit numbers, eg. $76 = 60 + 16$ Hundreds, Tens and Ones 3a: Jump Method <input type="checkbox"/> Uses hundreds, tens and ones in standard decomposition, eg. 326 as three groups of 100, two groups of 10 and six ones <input type="checkbox"/> Increments by hundreds and tens to add mentally <input type="checkbox"/> Determines the number of tens in 621 without counting by ten 3b: Split Method <input type="checkbox"/> Adds and subtracts mentally combinations of numbers to 1000 <input type="checkbox"/> Uses the positional value of numbers flexibly in regrouping without the need to rely on incrementing by tens or hundreds <input type="checkbox"/> Uses a part-whole knowledge of numbers to 100</p>	<p>ASPECT 5 Multiplication and Division as Operations <input type="checkbox"/> Coordinates two composite units as an operation, eg. 6 times 3 is 18; $18 \div 6 = 3$ <input type="checkbox"/> Uses multiplication and division as inverse operations flexibly in problem solving tasks</p> <p>ASPECT 6 Equal Partitions <input type="checkbox"/> Verifies continuous and discrete linear arrangements have been partitioned into thirds or fifths by iterating one part to form the whole or checking the equality and number of parts forming the whole</p> <p>ASPECT 7 Iterates the unit <input type="checkbox"/> Uses a single unit repeatedly (iterating) to measure or construct length <input type="checkbox"/> Make a multi-unit ruler by iterating a single unit and quantifying accumulated distance <input type="checkbox"/> Identifies the quantitative relationship between length and number of units (ie. <input type="checkbox"/> If you halve the size of the units you will have twice as many units to measure)</p> <p>Composite Area <input type="checkbox"/> Creates the row-column structure of the iterated composite unit of area <input type="checkbox"/> Uses the row-column structure to find the number of units to measure area</p>
<p>Assessment for Learning</p>	<p>Assessment as Learning</p>	<p>Assessment of Learning</p>

STAGE TWO / YEAR 4

ASSESSMENT

<p>ASPECT 1 Forward Number Word Sequence <input type="checkbox"/> Counts beyond 100 Backward Number Word Sequence <input type="checkbox"/> Counts backwards from any number Numeral identification <input type="checkbox"/> Identifies numerals in the range 1-10000 Counting By 10s and 100s <input type="checkbox"/> Counts forwards and backwards by 100s, off the 100, and on or off the decade to 1000, eg. 24, 124, 224,.....924</p> <p>ASPECT 3 Number Properties <input type="checkbox"/> Understands the structural properties of numbers including how to regroup when operating with numbers. For example, $9 \times 6 = 6 \times 6 + 3 \times 6$, $27 + 38 + 3 = (27 + 3) + 38$</p>	<p>ASPECT 4 Hundreds, Tens and Ones 3a: Jump Method <input type="checkbox"/> Uses hundreds, tens and ones in standard decomposition, eg. 326 as three groups of 100, two groups of 10 and six ones <input type="checkbox"/> Increments by hundreds and tens to add mentally <input type="checkbox"/> Determines the number of tens in 621 without counting by ten 3b: Split Method <input type="checkbox"/> Adds and subtracts mentally combinations of numbers to 1000 <input type="checkbox"/> Uses the positional value of numbers flexibly in regrouping without the need to rely on incrementing by tens or hundreds <input type="checkbox"/> Uses a part-whole knowledge of numbers to 100 Decimal Place Value <input type="checkbox"/> Uses tenths and hundredths to represent fractional parts with an understanding of the positional value of decimals, eg. 0.8 is larger than 0.75 because of the positional value of the digits <input type="checkbox"/> Interchanges tenths and hundredths, eg. 0.75 may be thought of as seven <i>tenths</i> and five <i>hundredths</i></p>	<p>ASPECT 5 Multiplication and Division as Operations <input type="checkbox"/> Coordinates two composite units as an operation, eg. 6 times 3 is 18; $18 \div 6 = 3$ <input type="checkbox"/> Uses multiplication and division as inverse operations flexibly in problem solving tasks</p> <p>ASPECT 6 Equal Partitions <input type="checkbox"/> Verifies continuous and discrete linear arrangements have been partitioned into thirds or fifths by iterating one part to form the whole or checking the equality and number of parts forming the whole</p> <p>ASPECT 7 Composite Area <input type="checkbox"/> Creates the row-column structure of the iterated composite unit of area <input type="checkbox"/> Uses the row-column structure to find the number of units to measure area</p> <p>Repeated Layers <input type="checkbox"/> Creates the row-column-layer structure of the iterated layers when measuring volume <input type="checkbox"/> Uses the row-column-layer structure to find the number of units to measure volume</p>
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Assessment for Learning	Assessment as Learning	Assessment of Learning
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STAGE THREE / YEAR 5

ASSESSMENT

ASPECT 3
Number Properties
 Understands the structural properties of numbers including how to regroup when operating with numbers. For example, $9 \times 6 = 6 \times 6 + 3 \times 6$, $27 + 38 + 3 = (27 + 3) + 38$

ASPECT 4
System Place Value
 Recognises that the place value system can be extended indefinitely in two directions – to the left and right of the decimal point
 Recognises the relationship between values of adjacent places (units) in a numeral

ASPECT 6
Reforms the Whole
 When iterating a fraction part such as one-third beyond the whole, re-forms the whole

ASPECT 7
Composite Area
 Creates the row-column structure of the iterated composite unit of area
 Uses the row-column structure to find the number of units to measure area

Repeated Layers
 Creates the row-column-layer structure of the iterated layers when measuring volume
 Uses the row-column-layer structure to find the number of units to measure volume

Assessment for Learning

Assessment as Learning

Assessment of Learning

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STAGE THREE / YEAR 6

ASSESSMENT

ASPECT 3

Number Properties

Understands the structural properties of numbers including how to regroup when operating with numbers. For example, $9 \times 6 = 6 \times 6 + 3 \times 6$, $27 + 38 + 3 = (27 + 3) + 38$

ASPECT 4

System Place Value

Recognises that the place value system can be extended indefinitely in two directions – to the left and right of the decimal point

Recognises the relationship between values of adjacent places (units) in a numeral

ASPECT 6

Reforms the Whole

When iterating a fraction part such as one-third beyond the whole, re-forms the whole

ASPECT 7

Composite Area

Creates the row-column structure of the iterated composite unit of area

Uses the row-column structure to find the number of units to measure area

Repeated Layers

Creates the row-column-layer structure of the iterated layers when measuring volume

Uses the row-column-layer structure to find the number of units to measure volume

Assessment for Learning

Assessment as Learning

Assessment of Learning

