



Administration Instructions and Record sheets

Module 2 Numeracy



Guide to using a hard copy of the On-entry assessment

This booklet enables you to accurately and consistently administer the On-entry tasks without using the online system. Student responses must be uploaded into the system to finalise the assessments and download the reports.

Before administering the assessments, please read the *Handbook for principals, teachers and test administrators* which contains essential information about the program, the tasks and the changes to the system for 2020.

Administering the assessments

The Administration Instructions included in this booklet contain the same information for each task as the online system, i.e. the resources required, the instructions for administering each question and the text to read aloud to the students. It is important to follow the instructions closely to ensure that each student is provided with the same conditions and opportunities.

The text to read aloud to students appears in a speech bubble. Ensure that the text is read as it appears.

As the online system is interactive, student responses are recorded differently in the hard copy version, i.e. record a tick for correct responses, a cross for incorrect responses and leave blank for questions not attempted. This will ensure that when responses are entered into the system, they are entered accurately.

Recording responses

The record sheet for entering students' responses is found at the end of each task. Ensure the relevant record sheet is accessible when administering the task.

Behaviours and Strategies

Recording the behaviours and strategies demonstrated by the student is not mandatory. Assessments can be finalised and reports accessed if these responses are omitted. It should be noted; however, that if this information is not recorded, some reports will contain blank cells. In addition, being able to access this information is useful when planning future learning opportunities for your students.

Notes

The hard copy version does not provide the capacity to record noteworthy student behaviours observed during the assessments. These behaviours should be noted separately and uploaded to the system when entering student responses.

Entering student names

When using this version of the assessment, students' names are not included. To save time, enter your student names into one record sheet and then cut and paste the names into all relevant record sheets before printing.

Printing the document

When printing this document, select **single-sided**.

RESOURCES

- set of number cards – Q1

INSTRUCTIONS**Question 1**

Have the number cards in a pile in the order: 12, 40, 21, 78, 18, 109.

I'm going to show you some cards. Each card has a number on it.

Show all the cards, one at a time. Repeat the question when required.

What number is on the card?

Record the student's responses on the record sheet.

Question 2

Do not provide any assistance for this question.

I'm going to start counting. When I stop, I want you to keep going.

81, 82, 83, 84...

Optional Question (not scored)

If the student is unable to count from 81, you have the option to ask them to count from one. This will allow you to collect information about the student's counting behaviours.

Record the number the student counted to unassisted. One minor error is permitted. Once the number reached has been recorded, you may provide assistance or prompting to enable you to collect information regarding the student's counting behaviours. Do not change the number recorded.

Now I would like you to count from 1 until I tell you to stop.

Question 3

Allow the student time to respond to each question before asking the next. Once incorrect or no attempt is recorded, record no attempt for the remaining numbers.

What number comes after 18?

What number comes after 39?

What number comes after 89?

Question 4

Allow the student time to respond to each question before asking the next. Once incorrect or no attempt is recorded, record no attempt for the remaining numbers.

What number comes before 16?

What number comes before 30?

What number comes before 80?

Question 5

I would like you to count backwards starting from 20.

Question 6

I'm going to start counting by 10s. When I stop counting I would like you to keep going. 10, 20, 30, ...

I'm going to start counting by 2s. When I stop counting I would like you to keep going. 2, 4, 6, ...

I'm going to start counting by 5s. When I stop counting I would like you to keep going. 5, 10, 15, ...

Stop the student when they are struggling or when they reach the following number. That is:

- 10s - stop at 110
- 2s - stop at 40
- 5s - stop at 110

If appropriate, you may provide prompting or assistance; however, ensure that **assisted/made errors** is recorded.

Once incorrect or no attempt is recorded, record no attempt for the remainder of the question. This will be done automatically when entering responses online.

RESOURCES

- container of coloured plastic teddies (Q1—4)
- container of counters (Q4)

INSTRUCTIONS (Sit next to the student for this task).

Question 1

Arrange **9 teddies** in a single line in front of the student. Do not count them.

How many teddies are here?

Counted correctly - rearrange the teddies into a scatter pattern. Make sure the student is watching you.

Counted incorrectly - count the teddies with the student to establish the quantity before rearranging them into a scatter pattern.

How many teddies are there now?

Question 2

Put all the teddies back into the container.

Arrange **7 teddies** in a line in front of the student, making sure the **4th teddy is yellow**.

Note: if the student is vision impaired, substitute the yellow teddy for a dinosaur or a teddy of a different size and adjust the wording of the question accordingly.

Do not prompt the student to keep counting when they reach the end of the row.

Count the teddies starting from the yellow one and tell me how many teddies there are.
Point to the teddies as you count.
Remember to start at the yellow teddy.

Point to the yellow teddy if necessary.

If the student answers incorrectly, record the behaviour demonstrated.

Question 3

Put all the teddies back in the container.

I would like you to give me **17** teddies.

Question 4

Put all the teddies back in the container.

Arrange **8 teddies** in a scatter pattern in front of the student.

Place the container of counters about one metre away so the student is not able to reach them from where they're sitting.

All the teddies are hungry and would like a biscuit. The counters over there are going to be the biscuits.

Please get just enough biscuits so all the teddies can have one biscuit each.

RESOURCES

- coloured plastic teddies (Q2–4)
- opaque container, e.g. ice cream container (Q2–4)
- set of place value cards (Q5)

INSTRUCTIONS**Question 1**

Read each question in order. Allow the student time to respond.

Record each way the student is able to partition six on the record sheet.

Once an incorrect response is given, move to Q2.

1. I would like you to show me 6 fingers.
2. I'd like you to show me 6 in a different way.
3. Now I'd like you to show me 6 in another way.

Question 2

Arrange 8 teddies in a scatter pattern in front of the student. You may count them aloud.

There are 8 teddies here. Count them out loud to make sure.

If the student is unable to count correctly, count the teddies aloud with the student.

I'm going to hide some teddies under my container. I'm also going to leave some out.
Now, turn around while I hid some teddies. No peeking!

Hide 1 teddy under the container. Leave the remaining teddies in the same position.

Now you can turn back.
How many teddies are hiding under my container?

If incorrect or no attempt is recorded, record no attempt for Question 3.

Question 3

Place the teddy from under the container back in the scatter pattern. Make sure the student is watching.

There are still 8 teddies here. Count them again to make sure.
Now I'm going to change the number of teddies hiding under my container.
Turn around while I hide some teddies. No peeking!

Hide 3 teddies under the container. Leave the remaining teddies in the same position.

Now you can turn back.
How many teddies are hiding under my container now?

Question 4

Place the teddies from under the container back in the scatter pattern. Make sure the student is watching.

Turn around for the last time while I change the number of teddies hiding once more.

Hide 6 teddies under the container. Leave the remaining teddies in position.

Now you can turn back.
How many teddies are hiding under my container now?

Question 5

Place the cards labelled A-D in front of the student.

Show the student the card with two sets of pencils (1 and 10).

Point to the sets of pencils.

This group has 10 pencils in it.
This group is just one pencil.

Point to the four picture cards in front of the student.

Which one of these cards show 43 pencils?

This question is assessing a student's understanding of place value. If the student starts counting by ones, gently stop them and record incorrect. If the student answers correctly without counting, ask them to count them aloud to demonstrate their understanding.

M2 NUMERACY: Task 4 – Addition & subtraction: mental strategies

RESOURCES

- container of coloured plastic teddies (Q1–3)
- container with a lid (Q3)
- number cards (1, 3, 9 and 4, 6, 7)

INSTRUCTIONS

Question 1

Hold the container up so the student cannot see inside.

Put 1 teddy in the container. Ensure the student is watching you but cannot see inside the container.

There is one teddy in the container.

Repeat the question below, saying the instructions one at a time.

As you say the bolded text, carry out the action with the teddies.

I will **put 2 teddies in**. How many teddies are in the container now?

I will **take 1 teddy out**. How many teddies are in the container now?

I will **put 2 more teddies in**. How many teddies are in the container now?

I will **take 2 teddies out**. How many teddies are in the container now?

I will **put 3 more teddies in**. How many teddies are in the container now?

I will **take 2 teddies out**. How many teddies are in the container now?

Scoring

This question assesses a student's ability to visualise quantity. As such, a correct response is dependent on the student's previous response. For example:

| Action | Response | Correct | Justification |
|--------------------------|----------|---------|----------------|
| 1 teddy in the container | | | |
| put 2 more teddies in | 4 | no | $1 + 2 \neq 4$ |
| take 1 teddy out | 3 | yes | $4 - 1 = 3$ |

Question 2

Place the number cards (three per question) in front of the student from the lowest number to the highest number, i.e. 1, 3 and 9; 4, 6 and 7.

Repeat the question below for each set of numbers.

I would like you to add these numbers together for me. You can add them in any order.

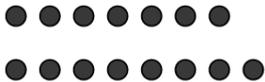
Record the responses and strategy used for each set of numbers on the record sheet (next page).

RESOURCES

- counters (Q1)
- materials for 'working out' (Q2-5)

INSTRUCTIONS**Question 1**

Arrange 15 counters in two rows as shown below. Leave some space between the counters.



Count these counters by twos and tell me how many there are altogether. You can count out aloud if you like.

If the student answered incorrectly, record the strategy demonstrated (see record sheet on [page X](#)).

Question 2

Place the 'working out' materials in front of the student. Leave for Questions 2-5.

I'm going to ask you some number problems. You can use these things to help you work

Do not provide any additional support. Do not reword the questions.

Record the strategies used by the student, even if the responses are incorrect.

Once incorrect or no attempt is recorded for Question 2, record no attempt for the remaining questions. This will be automatically recorded when responses are entered online.

If I have **5** cakes and I buy another **3** cakes, how many cakes do I have altogether?

Question 3

Leave the 'working out' materials in front of the student.

Let's try another one.

There are **6** birds in a tree. Some of them flew away and now there are only **4** left. How many flew away?

Questions 4

Leave the 'working out' materials in front of the student.

Let's try one more.

I have **9** rabbits and I want to give each rabbit one carrot but I only have **7** carrots. How many more carrots do I need so that each rabbit gets one?

Record the strategy even if the response is incorrect.

Questions 5

Leave the 'working out' materials in front of the student.

Now I'm going to ask you two more questions. You can still use any of these things to help you work out the answer.

I have **20** lollies and there are **5** people. How many lollies do I need to give each person so that each person has the **same number** of lollies?

Record the strategy even if the response is incorrect.

Questions 6

Leave the 'working out' materials in front of the student.

Let's try one more. Last one!

A farmer has **9** apples trees and each tree has **3** apples on it. How many apples are there altogether?

RESOURCES

- set of Australian coins (Q1&2)
- double sided A4 card - fractions and black lines (Q3)
- pattern strips -set of 6 (Q4)
- 2D shape cards -set of 24 (Q4)
- pattern strips (Q5)

INSTRUCTIONS**Question 1**

Place one coin of each denomination (5c, 10c, 20c, 50c, \$1, \$2) in front of the student.
A correct response must include the value and cents/dollars.

I would like you to tell me the names of these coins.

Question 2

Leave the coins in front of the student.

I would like you to put these coins in order from the lowest value to the highest value.

If the student answers incorrectly, record the strategy demonstrated.

Question 3

Place the fractions card in front of the student.

Have a look at these shapes.
Which one of these shapes shows one half coloured in?

Question 4

Place *Pattern 2* in front of the student.

Have a look at the pattern in front of you.

Hand the student the set of 2D shape cards.

I would like you to use the shape cards to continue the pattern

Scoring

Record **recognises pattern** if the student continues the pattern without checking the original pattern.

Record **copies pattern** if the student checks the original pattern before placing cards down or places one or two at a time and checks back to the pattern.

Question 5

Leave Pattern 2 in front of the student. Remove the 2D shape cards.

Look at the pattern in front of you again.
I'm going to give you 4 more patterns.

Arrange the pattern strips 3-6 in front of the student.

Do not provide additional support or assistance. Do not reword the question.

I want you to find the pattern strip that has the same pattern as the strip in front of you.

RESOURCES

- pop stick (Q1)
- piece of string - 1cm longer than the pop stick (Q1)
- A4 double sided fractions/black lines card (Q2)
- 2 cm blocks – preferably not unifix (Q2)
- clock – teaching style (Q3&4)
- 3d pentagonal prism – requires construction (Q5)
- set of 24 shape cards (Q5)

INSTRUCTIONS (Sit next to the student for this task)**Question 1**

Place the piece of string in a coil on the desk in front of the student. Place the pop stick on the desk about 10 cm away.

Which of these is longer – the pop stick or the string?

You are allowed to touch the objects.

Record the response and strategy demonstrated by the student.

Question 2

Place A4 double-sided card in front of the student with the black lines facing up.

Place the container of blocks on the table.

I would like you to use the blocks to measure these lines.

Which line is longer?

If the student responds without using the blocks, ask them to use the blocks to check.

Question 3

Place the clock in front of the student.

I'm going to set a time on the clock and I want you to tell me what time is showing.

Set 3:00 first. Record the student's response.

Next, set 10:30. Record the student's response.

Question 4

Give the clock to the student.

This time I'm going to tell you a time and I would like you to show it on the clock.
I would like you to show me 8 o'clock.

Record the student's response on the record sheet.

Now show me 1:30 (half past one).

Question 5

Place the 2d shapes cards in front of the student in piles according to shape.

Hand the pentagonal prism to the student.

This is a pentagonal prism. Pick it up and have a look at it.
Which cards have the same shape as the pentagonal prism?

Record the student's response.

How many of each shape you would need to make a pentagonal prism?

