On-entry Assessment Program

Administration Instructions and Record sheets

Module 3

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 from lowest number to highest number.

> 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...

Stop the student counting when they reach 120 or when they make more than one error.

> This time I'm going to start counting from a different number. When I stop I want you to keep going.
> 194, 195, 196, 197, 198...

Stop the student counting when they reach 225 or when they make more than one error.

> Last one! When I stop counting, I want you to keep going. 985, 986, 987, 988...

Stop the student counting when they reach 1 005 or when they make more than one error.

Question 3

Stop the student when they reach 30 or when they make many errors.

> I would like you to count backwards from 54. 54...

Question 4

Place the number cards used in Q1 randomly in front of the student.

> I would like you to place these number cards in a line from the lowest number to the highest number.

Question 5

Allow the student time to respond to each question before asking the next. Record their responses on the record sheet.

> 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, …
>
> I'm going to start counting by 3s. When I stop counting I would like you to keep going. 3, 6, 9, …

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.

Students	Q1							Q2			Q3	Q4	Q5							
	60	78	102	540	960	1 000	1 364	81-120	194 - 225	985 - 1005	back from 54	correct	10s - unassisted	10s - assisted	5s - unassisted	5s - assisted	2s - unassisted	2s - assisted	3s - unassisted	3s - assisted

M3 NUMERACY: Task 1 – Number recognition and Sequence   Record sheet

RESOURCES
- coloured plastic teddies (Q1&2)
- opaque container, e.g. ice cream container (Q1&2)
- set of place value cards (Q3)
- 'ladybird' card (Q4)
- 'Jim is 91…' card (Q5)
- materials for working out (Q5—7)

INSTRUCTIONS

Question 1

Arrange 18 teddies in a scatter pattern in front of the student. You may count them aloud as you put them out.

> There are 18 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 5 teddies under the container. Leave the remaining teddies in 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 2. This will be done automatically in the online system.

Question 2

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

> There are still 18 teddies here. Now I'm going to change the number of teddies hiding under my container. Turn around while I hide some teddies. No peeking!

Hide 11 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 3

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. Then point to the single pencil.

> 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 of these cards shows 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.

Question 4

Place the 'ladybird' card in front of the student.

> Have a look at the ladybirds on this card. Each ladybird has 6 spots.
>
> Which one of these number sentences show one way to work out the total number of spots?

Point to the number sentences if necessary.

Question 5

Place the 'Jim is 91' card in front of the student. Make sure the working out materials are nearby.

> Have a look at the problem on this card. You can use these things to help you work out the answer.
> Jim is 91 years old. Sam is 8 years old.
> What is the difference in their age?

Do not reword the question or provide any assistance.

Question 6

Leave the working out materials nearby.

> 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.

Question 7

Leave the working out materials nearby.

Last one!

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

Record the strategy, even if the response is incorrect.

Students	Q1				Q2				Q3			
	correct	solved mentally	counted on from 13	counted back from 18	**correct**	solved mentally	counted on from 7	counted back from 18	**correct**	counted by 2s to 14	counted by 2s to 16	counted by 1s

M3 NUMERACY: Task 2 – Number problems

Record sheet Q1-3

Students	Q4	Q5				Q6			Q7		
	correct	correct	solved mentally	used fingers	used counters	correct	made 5 groups of 4	made 4 groups of 5	correct	made 9 groups of 3	made 3 groups of 9

M3 NUMERACY: Task 2 – Number problems

Record sheet Q4-7

RESOURCES
- number cards - 1, 3, 9 and 4, 6, 7 (Q1)
- number cards – 2, 5, 8, 10 and 6, 8, 12, 14 (Q2)

INSTRUCTIONS

Question 1

Place the number cards 1, 3 and 9 in front of the student from the lowest number to the highest number.

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

Place the number cards 4, 6 and 7 in front of the student from the lowest number to the highest number.

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

Record the responses and strategies used for each set of numbers.

Question 2

Place the number cards 2, 5, 8 and 10 in front of the student from the lowest number to the highest number.

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

Place the number cards 6, 8, 12 and 14 in front of the student from the lowest number to the highest number.

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

Record the responses and strategies used for each set of numbers.

Students	Q1								Q2					
	1 + 3 + 9 = 13	(9 + 1) + 3	9 + 3 + 1	1 + 3 + 9	**4 + 6 + 7 = 17**	(6 + 4) + 7	7 + 6 + 4	4 + 6 + 7	**2 + 5 + 8 + 10 = 25**	(8+2) + (10+5)	other	**6 + 8 + 12 + 14 = 40**	(12+8) + (14+6)	other
			Q1								Q2			

RESOURCES
- fractions card (Q1)
- set of Australian coins (Q2&3)
- 'buttons' pattern card (Q4)
- missing number patterns card (Q5)

INSTRUCTIONS

Question 1

Place the fractions card in front of the student.
Record the responses after each question.

> Each of these shapes has been divided into different parts.
>
> Which shape shows one half coloured in?
>
> Which shape shows one third coloured in?
>
> Which shape shows one quarter coloured in?
>
> Which shape shows one eighth coloured in?

Question 2

Place one coin of each denomination (5c, 10c, 20c, 50c, $1, $2) 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 coins in front of the student as specified below and repeat the question for each part.

> How much money is here altogether?

1. 50c + 50c
2. 20c + 10c + 5c
3. $2 + $1 + 50c + 20c + 10c + 5c

continued…

Question 4

Place the 'button' pattern card in front of the student.

Do not count the buttons for the student.

> Polly is making pattern with buttons.
>
> How many buttons will she need for the next box?

Question 5

Place the 'missing number' pattern card in front of the student.

> Look at number pattern 1. Say the numbers in the pattern out loud.
>
> What number is missing?

Allow time for the student to respond. As this is a practice question, you can tell the student the answer.

> Can you describe the pattern?

Point to patterns 2 and 3 to ask the question below for each pattern. Record responses for both sections.

> What number is missing?
>
> Can you describe the pattern?

Students	Q1 (fractions)				Q2 (money - order)			Q3 (money - totals)			Q4	Q5 (number patterns)			
	one half	**one third**	**one quarter**	**one eighth**	**correct**	ordered by number on face	ordered by size	**50c + 50c = $1**	**20c + 10c + 5c = 35c**	**$2 + $1 + 50c + 20c + 10c +5c = $3.85**	**correct - 10**	**correct Pattern 2**	described pattern	**correct Pattern 3**	described pattern

M3 NUMERACY: Task 4 – Fractions, Money and Pattern   Record sheet

RESOURCES
- A4 double sided – two black lines/map card (Q1&7)
- 2 cm blocks – preferably not unfix (Q1)
- 1 cm blocks (Q1)
- clock – teaching style (Q2&3)
- July calendar card (Q5)
- 3d pentagonal prism – requires construction (Q6)
- set of 24 shape cards (Q6)

INSTRUCTIONS (Sit next to the student for this task)

Question 1

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

Place the container of 2 cm 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.

Remove the 2 cm blocks from the shorter line and replace them with the 1 cm blocks.

> Now which line is longer?

Question 2

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 the following times, one at a time, recording the student's response before setting the next time
- 3:00
- 10:30
- 7:15

Question 3

Give the clock to the student. Record the student's response after each time. Once no attempt, or incorrect is recorded, record no attempt for the remaining times.

> 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.
> Now show me 1:30 (half past one).
> Now try 4:45 or quarter to 5.

Question 4

> There are 12 months in one year.
> I would like you to say the months of the year in order, starting with January.

If the student requires prompting, you may provide assistance. Select *correct – required assistance.*

Question 5

Place the July calendar card in front of the student.

> Have a look at this calendar for the month of July.
> I'm going to ask you some questions about the day and dates in this month.

Ask the questions below, one at a time. Record the responses on the record sheet.

> a. How many days are there in July?
> b. What day is the 18th July?
> c. What is the date of the first Saturday in July?
> d. What day is the 1st of August going to be?
> e. What day was the 30th of June?

Question 6

Place the pentagonal prism in front of the student. Have one card of each 2d shape nearby.

> This is a pentagonal prism. Pick it up and have a look at it.

Give the 2d shape cards to the student. Ask the student the questions below, one at a time, allowing them time to respond.

> Show me the cards that have the same shape as the pentagonal prism.
> Show me how many of each shape you would need to make a pentagonal prism.

Question 7

Place the double sided card in front of the student with the map facing up.

> Have a look at this map of a town. Point to Tom's house on the map. Now point to the school.

Provide assistance if required. As you read the instruction below, draw the route with your finger.

> Tom rides his bike from his house to school each day.
> What is the first building Tom passes on his right - the library, the bakery, the bank or the church?

Students	Q1 (length)		Q2 (tells time)			Q3 (sets time)			Q4 (months of year)	
	correct (2cm blocks)	**correct** (1cm blocks)	3:00	10:30	7:15	8:00	1:30	4:45	**correct** (unassisted no errors)	**correct** (required assistance)
	Q1 (length)		Q2 (tells time)			Q3 (sets time)			Q4 (months of year)	

Students	Q5 (July calendar)					Q6 (pentagonal prism)				Q7 (map)
	a.	**b.**	**c.**	**d.**	**e.**	**2 correct** square AND pentagon	**1 correct** square OR pentagon	**2 correct** 5 squares AND 2 pentagons	**1 correct** 5 squares OR 2 pentagon	**correct**

M3 NUMERACY: Task 5 – Measurement, Shape and Location   Record sheet Q5-7