

# Schedule for Early Number Assessment (SENA) 4

## Interview guidelines

### General

- Have an assessment sheet for each student being interviewed
- Place the assessment sheet to the side of the work space and, if possible, out of the student's view. A small screen is useful for this purpose
- Note incorrect responses and any useful comments on the assessment sheet
- Where useful, ask students **how** they solved the tasks
- The interviewer should decide if it is necessary to give additional tasks or to abandon some of the set tasks
- Ensure you have all the necessary blackline masters and worksheets before starting the assessment
- **Do** provide wait time
- **Do** allow students to use their fingers
- **Do** ask students to put their hands on the desk so that you can see how they are working out the answers
- **Do** prompt to clarify students' thinking
- **Do** look and listen for strategies that students use
- **Adjust the language** if necessary to ensure student is not disadvantaged
- **Don't** teach during the interview
- **Don't** indicate right or wrong answers
- **Don't** count the counters out in front of the students

### Aspect 4: Place Value (Tasks 1-2)

- Task 1 is looking for students' understanding of place value and in particular whether they can identify the two-hundred being made up of 20 tens, not just seeing the '6' as tens, this is difference between positional /face value and place value
- Task 2 is to encourage students to use efficient mental strategies to solve this task. Students should be able to use a range of strategies (not a mental vertical algorithm)

### Aspect 4: Place Value - decimals (Tasks 3-4)

- In Task 3 if students are finding it difficult to work out which two whole numbers the decimals lie, the teacher can draw an empty number line to assist students

### Aspect 5: Multiplication and division (Tasks 5-7)

- In Task 5 watch for the common mistake that students make where they may make the problem  $16 \times 10$  however they will incorrectly subtract 9, instead of 16
- For Task 6 if the student provides you with only two numbers, re-ask the question



**Aspect 6: Fraction units** (Tasks 8-10)

- Task 8 focuses on creating fractions beyond the whole, students should use/ reference this whole to create the next whole, or work out thirds of the whole then add another third
- If the student draws three-quarters, or only partitions the whole into thirds, ask 'can you show me the **four**-thirds, you can provide them with another opportunity to solve the task as it is quite complex
- In Task 9, point to the rectangle when you say 'this rectangle'

## **Materials needed for implementing SENA 4**

- Copy of Blackline Masters for SENA 4
- Student answer sheets for Tasks 4, 8, 9 and 10 (BLM)
- Pen or pencil for student
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