





Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: _____
 Class: _____
 Age: _____ D.O.B: _____

Date of Interview: _____
 1st _____
 2nd _____




Task	Possible response & comments	Level																				
<p>Aspect 1 Numeral Identification Tasks 1-18 Show the student the numeral cards in the following order</p> <table border="1" data-bbox="84 465 531 741"> <tr><td>3</td><td>6</td><td>10</td><td>2</td><td>9</td></tr> <tr><td>8</td><td>5</td><td>0</td><td>7</td><td>4</td></tr> <tr><td>23</td><td>15</td><td>12</td><td>43</td><td>13</td></tr> <tr><td>20</td><td>100</td><td>66</td><td></td><td></td></tr> </table>	3	6	10	2	9	8	5	0	7	4	23	15	12	43	13	20	100	66			<p>Student:</p> <ul style="list-style-type: none"> Does not recognise any numerals 0 to 10 Recognises some of the numerals 0 to 10 Recognises numerals 0 to 10 Recognises numerals 0 to 20 Recognises numerals 0 to 100 Recognises numerals 0 to 1000 <p>Teaching Point: Students may have difficulty hearing the difference between thirteen and thirty.</p>	<p>Numeral Identification</p> <p>Level 0 Level 0 Level 1 Level 2 Level 3 Level 4</p>
3	6	10	2	9																		
8	5	0	7	4																		
23	15	12	43	13																		
20	100	66																				
<p>Aspect 1 Forward number word sequences Tasks 19 – 29 Start counting forwards from ... I'll tell you when to stop.</p> <table border="1" data-bbox="84 969 520 1133"> <tr><td>1, 32</td></tr> <tr><td>62, 73</td></tr> <tr><td>96, 113</td></tr> </table> <p>What is the number after ...? </p> <table border="1" data-bbox="84 1218 504 1368"> <tr><td>5</td><td>9</td><td>13</td><td>19</td></tr> <tr><td>27</td><td>46</td><td>69</td><td>80</td></tr> </table>	1, 32	62, 73	96, 113	5	9	13	19	27	46	69	80	<p>Student:</p> <ul style="list-style-type: none"> Cannot count to 10 Counts forward to 10 but cannot give the number after a given number Can count to 10 and give the number after a given number but counts from one to find the answer Can count to 10 and give the number after a given number Can count to 30 and give the number after a given number in the range 1 to 30 Can count to 100 and give the number after a <p>Students need to know they can use the forward number word sequence to find out the number after.</p>	<p>FNWS</p> <p>Level 0 Level 1 Level 2 Level 3 Level 4 Level 5</p>									
1, 32																						
62, 73																						
96, 113																						
5	9	13	19																			
27	46	69	80																			
<p>Aspect 1 Backward number word sequences Tasks 30 – 32 Count backwards from ... I'll tell you when to stop.</p> <table border="1" data-bbox="84 1615 520 1778"> <tr><td>10, 1</td></tr> <tr><td>23, 16</td></tr> <tr><td>103, 98</td></tr> </table>	10, 1	23, 16	103, 98	<p>Student:</p> <ul style="list-style-type: none"> Cannot count backwards from 10 Counts backwards from 10 but cannot give the number before a given number Can count backwards from 10 and give the number before a given number but counts from one to find the answer Can count backwards from 10 and give the number before a given number Can count backwards from 30 and give the number before a given number in the range 1 to 30 	<p>BNWS</p> <p>Level 0 Level 1 Level 2 Level 3 Level 4</p>																	
10, 1																						
23, 16																						
103, 98																						



Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: _____
 Class: _____
 Age: _____ D.O.B: _____

Date of Interview: _____
 1st _____
 2nd _____

Task	Possible response & comments	Level								
<p>Aspect 1 Backward number word sequences Tasks 32 - 40 </p> <p>What number comes before...?</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">5</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">16</td> <td style="padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;">47</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">70</td> <td style="padding: 5px;">31</td> </tr> </table>	5	9	16	2	47	13	70	31	<p>Student:</p> <ul style="list-style-type: none"> Can count backwards from 100 and give the number before a given number in the range 1 to 100 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Students need to know they can use the backward number word sequence to find out the number before. </div>	<p>BNWS</p> <p>Level 5</p>
5	9	16	2							
47	13	70	31							
<p>Aspect 3 Pattern and number structure Subitising Tasks 41 - 46</p> <p>How many dots are there?</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="padding: 5px;">4</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">3</td> </tr> <tr> <td style="padding: 5px;">4</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> </tr> </table>	4	6	5	3	4	4	4	5	<p>Student:</p> <ul style="list-style-type: none"> May recognise dot pattern for three but counts the other patterns by ones Immediately recognises all the dot patterns Recognises the 4 + 4 pattern and 4 + 5 pattern as 8 and 9 and as 4 + 4 and 4 + 5 	<p>Subitising</p> <p>Level 0 - Emergent</p> <p>Level 1 - Instant</p> <p>Level 2 - Repeated</p>
4	6	5	3							
4	4	4	5							
<p>Aspect 2 Early arithmetic strategies (EAS) Counting </p> <p>Tasks 47 - 49</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Put out 5 blue counters. How many blue counters are there? </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Put out a pile of red counters. Get me 8 red counters. </div> <div style="border: 1px solid black; padding: 5px;"> Put out 8 red counters and 5 blue counters in two groups. How many counters altogether? </div>	<p>Student:</p> <ul style="list-style-type: none"> Cannot coordinate number words with items when counting Cannot count the items using the forward sequence of numbers Counts 5 items and 8 items but is unable to count the items altogether. Counts each item by one <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> The focus is the strategy the student is using. </div>	<p>EAS</p> <p>Level 0 - Emergent</p> <p>Level 0 - Emergent</p> <p>Level 0 - Emergent</p> <p>Level 1 - Perceptual counting</p>								
<p>Aspect 2 Early arithmetic strategies (EAS) Addition </p> <p>Task 50</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> 4 + 3 Here are four counters. (briefly display, then screen) Here are three more counters. (briefly display, then screen) </div> <div style="border: 1px solid black; padding: 5px;"> How many counters are there altogether? </div>	<p>Student:</p> <ul style="list-style-type: none"> Cannot solve the task Counts out four fingers and then three fingers and then recounts from one to seven Immediately represents 4 and 3 using fingers then counts all items by ones from one Counts from one. Uses fingers as markers as they <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> The distinguishing difference between counting-on and figurative strategy is that figurative students start the count from one. </div>	<p>EAS</p> <p>Level 0 - Emergent</p> <p>Level 1 - Perceptual counting</p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p>								



Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: _____

Date of Interview: _____

Class: _____

1st _____

Age: _____ D.O.B: _____

2nd _____


Task	Possible response & comments	Level
<p>Aspect 2 Early arithmetic strategies (EAS) Addition Task 51</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>I have seven apples and I get another two apples.</i></p> <p><i>How many apples do I have altogether?</i></p> </div>	<p>Student</p> <ul style="list-style-type: none"> Counts seven fingers and then two fingers and then recounts from one Counts from one, using fingers as items. Counts from one Counts on from seven Knows answer automatically 	<p>EAS</p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p>Need more information</p>
<p>Aspect 2 Early arithmetic strategies (EAS) Addition Task 52</p> <div style="border: 1px solid black; padding: 5px;"> <p>9 + 4 Here are nine counters. (briefly display, then screen) Here are four counters. (briefly display, then screen)</p> <p><i>How many counters are there altogether?</i></p> </div>	<p>Student:</p> <ul style="list-style-type: none"> Counts from one. Uses fingers as markers Counts from one Counts on from nine to solve task Uses a known fact eg. $10 + 2 = 12$ so $9 + 2 = 11$ Partitions using ten as a base $9 + 2$ is the same as $9 + 1 + 1$ 	<p>EAS</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>
<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Tasks 53</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>I have 7 bananas and I eat 2.</i></p> <p><i>How many bananas do I have left?</i></p> </div>	<p>Student</p> <ul style="list-style-type: none"> Counts seven fingers and then puts two fingers down. Answer is five Counts from one to seven and then back two Counts down from 7 (7,... 6,...5,... Answer is 5) Knows answer automatically 	<p>EAS</p> <p>Level 1 - Perceptual counting</p> <p>Level 2 - Figurative counting</p> <p>Level 3 - Counting-on-and-back</p> <p>Need more information</p>
<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Task 54</p> <div style="border: 1px solid black; padding: 5px;"> <p>12 remove 3</p> <p><i>I have 12 counters. (briefly display, then screen)</i> <i>I'm taking away 3 counters. (remove 3)</i></p> <p><i>How many are left?</i></p> </div>	<p>Student</p> <ul style="list-style-type: none"> Counts up to 12. The student keeps track of the count on fingers. (3,... 4,... 5,... 6,... 7,... 8,... 9,... 10,... 11,... 12, Answer is 9) Counts down from 12. The student may or may not keep track of the count on fingers (12,...11,...10,...9,...Answer is 9) Counts down to 3. The student keeps track of the count on fingers. (12,... 11,... 10,... 9,... 8,... 7,... 6,... 5,...4,... 3,... Answer is 9) Knows answer automatically Uses addition for subtraction eg. $9 + 3 = 12$ Uses a known fact eg. $10 - 3 = 7$ so $12 - 3$ is 2 more than 7 ... Answer is 9 	<p>EAS</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Need more information</p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>



Schedule for Early Number Assessment (SENA 1) Recording Sheet

Student Name: _____
 Class: _____
 Age: _____ D.O.B: _____

Date of Interview:
 1st _____
 2nd _____

Task	Possible response & comments	Level
<p>Aspect 2 Early arithmetic strategies (EAS) Subtraction Task 55</p> <div style="border: 1px solid black; padding: 5px;"> <p>11 remove ... = 7</p> <p><i>I have 11 counters. (briefly display, then screen) I'm taking away some counters and there are 7 left. (remove 4 counters)</i></p> <p><i>How many did I take away?</i></p> </div>	<p>Student</p> <ul style="list-style-type: none"> Counts up to 11. The student keeps track of the count on fingers. (7,... 8,... 9,... 10,... 11 Answer is 4) Counts down from 11. The student may or may not keep track of the count on fingers (11,... 10,... 9,... 8,... 7,... Answer is 4) Counts down to 4. The student keeps track of the count on fingers. (11,... 10,... 9,... 8,... 7,... 6,... 5,... 4,... Answer is 4) Knows answer automatically Uses addition for subtraction eg. $7 + 4 = 11$ Uses a known fact eg. $10 - 7 = 3$ so $11 - 7 = 4$ 	<p>EAS</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Level 3 - Counting-on-and-back</p> <p>Need more information</p> <p>Level 4 - Facile (flexible)</p> <p>Level 4 - Facile (flexible)</p>
<p>Aspect 5 Multiplication and division Task 56</p> <p>Present a pile of counters, more than 12, to the student. (Randomly spaced, not in a line. Do not count them out)</p> <p><i>Using these counters, make three groups of counters with four counters in each group.</i> (Screen the counters)</p> <p><i>How many are there altogether?</i> </p> <p>(Display the counters if student is unable to complete the task without the items visible)</p>	<p>Student:</p> <ul style="list-style-type: none"> Cannot form equal groups Can make three groups of four counters using one to one dealing. Counts each item by ones without attention to the structure Makes equal groups and uses skip counting to count the total number of items (2, 4, 6, 8, 10, 12) <div style="border: 1px solid black; background-color: #ffffcc; padding: 5px;"> <p>Please note: This question uses 'groups' however the same question in SENNA 2 uses the word 'rows'. Moving from groups to arrays assist students to link skip counting to visualising numbers as a countable unit. This leads to counting in multiples.</p> </div>	<p>Multiplication and division</p> <p>Level 0 - Learning to make equal groups</p> <p>Level 1 - Forming equal groups</p> <p>Level 2 - Perceptual multiples</p>

