

Name: _____

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		0 Emergent	Stage 1: One to One Counting.	Stage 2: Counting from one on materials	Stage 3: Counting from one by imaging.	Stage 4: Advanced Counting	Stage 5: Early Additive Part Whole	Stage 6: Advanced Additive Part-Whole	Stage 7: Advanced Multiplicative	Stage 8: Advanced Proportional Part-Whole.
Number Strategies	Addition and Subtraction	I have no reliable strategy for counting an unstructured collection of items.	I have a reliable strategy for counting an unstructured collection of items.	My most advanced strategy is counting from one on materials to solve addition problems.	My most advanced strategy is counting from one without the use of materials to solve addition problems.	My most advanced strategy is counting on or counting back to solve +/- tasks.	I can use any part-whole strategy to solve + or - problems mentally by reasoning the answer from basic facts and/or place value knowledge.	I can use at least two advanced mental part-whole strategies to solve + and - problems.	I can use at least two different strategies to solve + and - problems with decimals and fractions.	
	Multiplication and Division			I can solve multiplication problems by counting all of the objects.	I can solve multiplication problems by counting all of the objects.	I can solve multiplication problems by skip counting where I have a known sequence or by using a combination of skip counting and counting in ones e.g. 5, 10, 15, 20.	I can solve multiplication problems by forming the factors when I have a known multiple or by using repeated addition e.g. for 5 x 8: 5+5 = 10, 10+10+10+10 = 40.	I can solve multiplication problems by deriving from known multiplication facts, e.g. 3x20=60 so 3x18=60-(3x2)=54.	I can use at least two different advanced mental strategies to solve multiplication and division problems with whole numbers.	I can use at least two different advanced mental strategies to solve multiplication and division problems with decimals and fractions with related denominators.
	Proportions and Ratios			I can find a fraction of a number by sharing the objects into equal subsets, physically or by imaging.	I can find a fraction of a number by sharing the objects into equal subsets, physically or by imaging.	I can find a fraction of a number by sharing the objects into equal subsets, physically or by imaging.	I can find a unit fraction of a number mentally, using trial and improvement with addition facts, e.g. $\frac{1}{3}$ of 12 as 4+4+4=12.	I can find a fraction of a number mentally, using a combination of addition facts and multiplication, e.g. $\frac{3}{4}$ of 28 as: $\frac{1}{4}$ of 20=5 so $\frac{1}{4}$ of 24=6 so $\frac{1}{4}$ of 28=7, 3x7=21; or $\frac{1}{2}$ of 28=14, $\frac{1}{2}$ of 14=7, 14+7=21.	I can find a fraction of a number using division and multiplication, e.g. $\frac{2}{3} \times \underline{\quad} = 12$ so $\frac{1}{3} \times \underline{\quad} = 6$ so $\underline{\quad} = 6 \times 3 = 18$, or $1\frac{1}{2} \times 12 = \underline{\quad}$ so $\underline{\quad} = 18$.	I can use at least two different strategies to solve problems that involve equivalence with and between fractions ratios and proportions, e.g. 75% of 36 as $\frac{3}{4}$ of 3; or 12 \rightarrow 8 as \rightarrow 18; 12 \rightarrow 8 so 3 \rightarrow 2 (dividing by four) so 27 \rightarrow 18 (multiplying by nine).
The highlighted area indicates your child's current achievement level. The next stage level indicates the next steps for your child's learning .										

Number Knowledge

	0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Forward Number Word Sequence	I cannot produce the FNWS from 1 to 10.	I can produce the FNWS from 1 to 10 but cannot produce the number just after a given number in the range from 1 to 10.	I can produce the number just after a given number in the range from 1 to 10 without dropping back.	I can produce the number just after a given number in the range from 1 to 20 without dropping back.	I can produce the number just after a given number in the range from 1 to 100 without dropping back.	I can read and produce the number just after a given number in the range from 1 to 1 000.	I can read and produce the number just after a given number in the range from 1 to 1 000 000.		
Backward Number Word Sequence	I cannot produce the BNWS from 10 to 0.	I can produce the BNWS from 10 to 0 but cannot produce the number just before a given number in the range from 0 to 10.	I can produce the number just before a given number in the range from 0 to 10 without dropping back.	I can produce the BNWS from 20 to 0 and the number just before a given number in the range from 0 to 20 without dropping back.	I can produce the BNWS from 100 to 0, and the number just before a given number in the range from 0 to 100 without dropping back.	I can read and produce the number just before a given number in the range from 0 to 1 000.	I can read and produce the number just before a given number in the range from 0 to 1 000 000.		
Number Identification.	I cannot identify most of the numerals in the range 0 to 10.	I can identify most of the numerals in the range 0 to 10.	I can identify most of the numerals in the range 0 to 20.	I can identify one- and two-digit numbers.	I can identify two- and three-digit numbers.				
Fractional Numbers.			I cannot identify the symbols for unit fractions.	I cannot identify the symbols for unit fractions.	I can read unit fraction symbols, e.g. $\frac{1}{3}$ as one-third, $\frac{1}{4}$ as one-quarter.	I can compare unit fractions e.g. $\frac{1}{3} > \frac{1}{4}$.	I can describe the size of fractions with reference to both the numerator and denominator e.g. $\frac{8}{6}$ is one whole and two-sixths or one whole and one-third.	I can name equivalent fractions from a set of fractions with different denominators, e.g. $\frac{2}{3} = \frac{8}{12}$, $\frac{3}{4} = \frac{6}{8}$.	I can order fractions with unlike denominators, e.g. $\frac{2}{5} > \frac{7}{16}$.
Place Value					I can use ten as a counting unit, e.g. 10, 20, 30, 40, 50, 60, to find the number of tens in 60.	I know how many tens are in whole numbers to 1 000 and I recognise tenths among whole numbers.	I know how many hundreds are in any whole number to 1 000 000 and I recognise that ten tenths make one.	I know how many tenths in numbers with two decimal places, e.g. 7.56 has 75 or 75.6 tenths, and order decimals to three places e.g. 0.539, 0.6, 0.73.	I know how many hundredths are in decimals and I round numbers to the nearest tenth e.g. 7.649 → 7.6. I can identify decimals between others and name a decimal as a percentage and vice versa, e.g. 137.5% as 1.375.
Basic Facts	I am unable to instantly recall facts to 5, e.g. 2+3.	I am unable to instantly recall facts to 5, e.g. 2+3.	I instantly recall facts to 5, e.g. 2+3.	I instantly recall facts to 10, e.g. 5+4, 6+__=10.	I recall the doubles to 20, and teen facts, e.g. 14=10+4.	I can recall the basic addition facts, and the multiplication facts for 2, 5, and 10.	I can recall the basic subtraction and multiplication facts.	I can recall all the basic division facts and name all the factors of numbers to 100.	I can name all the common factors of two numbers to 100, and the least common multiples of numbers to 10.

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