Individual Knowledge Assessment for Numeracy (KAN)

## Counting Students (Interview)

(1) Start counting from 1 . Stop at 32 .
(2) Count backwards from 10. Stop at zero
(3) Count backwards from 23. Stop at 11.

Show each number (on card). For each number ask:
What is this number?
What number comes after this?
What number comes before this?
(4) 1
(5) 5
(6)
(7) 12
(8) 19
(9) 14
(10) 31
(10) 80
(11) 100
(12) 409
(13) 870

Look for confusions between "teen" and "ty" in questions (1), (3), and (7) to (9) and for "dropping back" to find the numbers after and before.

|  |  |  |  |
| :---: | :---: | :---: | :---: |
| Recognition <br> and sequence <br> to 10 | Recognition <br> and sequence <br> to 20 | Recognition <br> and sequence <br> to 100 | Recognition <br> and sequence <br> to 1000 |
|  |  |  |  |

Student's Name:

## Part-Whole Students (Written Test)

Bank One
AC - EA
Facts to 10 ; Teen numbers;
Doubles and halves; Place value with tens.

Bank Two
Parts of 100 and $1000 ; 2^{\prime}$ s, 5 's, in numbers, 10 's, 100's in numbers; Addition basic facts, $2 \times, 5 \times$ basic facts.

| Bank Three <br> Subtraction basic facts; Multiplication basic facts; $\div 2, \div 3, \div 5$ basic facts (incl. remainders); Tens and tenths in numbers. | AA-AM |
| :---: | :---: |
|  |  |
| Bank Four <br> Multiplication and division basic facts; Hundreds and hundredths in numbers; Fraction-Decimal-Percentage conversions; Rounding decimals to tenths. | AM-AP |
|  |  |
|  |  |
| Bank Five | AP+ |
| Common factors; Multiplication and division by $10,100,0.1$; Thousandths in numbers; |  |
| Rounding decimals to hundredths; Fraction-Decimal-Percentage conversions. |  |

Photocopiable Material


## Basic Knowledge Test

This test is suitable for students in years 3 to 8 .
Each item is shown to the students on OHP as it is read. Use a masking card (half manilla folder) with a slot cut in to reveal, then hide, each question.
Teacher counts to themselves, "2001, 2002, 2003, 2004," then moves the screen saying, "Now write down your answer," then asks the next question.
Students must have an independent activity with them. When they reach the point where they are unable to answer many of the questions in a section they opt out of the test.
Each bank is designed to assess key knowledge, those things that a student can answer quickly with minimal effort. This key knowledge is organized in the following way:

| Bank One | AC - EA Transition |
| :--- | :--- |
| Bank Two | EA - AA Transition |
| Bank Three | AA- AM Transition |
| Bank Four | AM - AP Transition |
| Bank Five | AP $+\quad$ Progression |

## Bank One

(1) $2+8 \quad 10$
(2) $4+\square=10$

6
(3) $10+9$

19
(4) $7+10$ 17
(5) $8+8$ 16
(6) $\frac{1}{2}$ of 14
(7) 8 tens 80
(8) $40+50$ 90

## Bank Two

(1) $47+\square=100 \quad 53$
(2) $200+\square=1000800$
(3) $18 \div 2 \quad$ How many twos in 18 ?

9
(4) $35 \div 5 \quad$ How many fives in 35 ?

## 7

(5) $430 \div 10$ How many tens in 430 ? 43
(6) $6000 \div 100$

How many hundreds in 6000?
(7) $6+8$ 14
(8) $9 \times 5$ 45

## Bank Three

(1) 17-8
9
(2) $14-\square=6$

8
(3) $9 \times 6 \quad 54$
(4) $7 \times 8$

56
(5) $24 \div 3 \quad$ How many threes in 24 ?

8
(6) $38 \div 5 \quad$ How many fives in 38 ?

How many left over? 7 r3
(7) $5870 \div 10$ How many tens in 5870 ? 587
(8) How many tenths in all of 4.5? 45

## Bank Four

(1) $7 \times 6 \quad 42$
(2) $72 \div 9 \quad$ How many nines in 72 ? 8
(3) $65 \div 7 \quad$ How many sevens in 65 ?

How many left over? 9 r 2
(4) How many hundreds in 90800 ?

908
(5) How many hundredths are in all of 5.08? 508
(6) $\frac{2}{5}=\square \%$ 40\%
(7) Write $\frac{7}{10}$ as a decimal 0.7
(8) Round 2.65 to the nearest tenth
2.7

## Bank Five

(1) Write the common factors of 45 and 63 1,3,9
(2) $3.9 \div 100 \quad 0.039$
(3) $5000 \times 0.1500$
(4) Round 4.496 to the nearest hundredth 4.50
(5) How many thousandths are in all of 4.16? 4160
(6) What is $\frac{13}{5}$ as a decimal? 2.6
(7) What is $55 \%$ as a fraction? $\frac{11}{20}$ or $\frac{55}{100}$
(8) What is 0.625 as a percentage? 62.5\%

Student Recording for Knowledge Assessment for Numeracy
Name:

| Bank One | Bank Two | Bank Three | Bank Four | Bank Five |
| :---: | :---: | :---: | :---: | :---: |
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. | 5. |
| 6. | 6. | 6. | 6. | 6. |
| 7. | 7. | 7. | 7. | 7. |
| 8. | 8. | 8. | 8. | 8. |

