



JUNIOR ASSESSMENT OF MATHEMATICS (JAM)

STUDENT RESPONSE RECORD SHEET

Child's Name:	Room:	Date of birth:
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MODULE ONE: NUMBER (ADDITIVE STRATEGIES)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
1A	Please get nine counters for me. Here is one more counter. How many counters do you have now?	0.- Learn to count objects 1 - Counts one to one.	2 - Apply counting-all strategies using materials 3 - Apply counting-all strategies by imaging	<ul style="list-style-type: none"> • Apply counting-on, counting-back, skip-counting and simple grouping strategies 	<ul style="list-style-type: none"> • Apply basic addition facts and knowledge of place value and symmetry to combine or partition whole numbers
1B	You have four counters and three counters. How many counters do you have altogether?				
1C	There are eight counters under this card and seven counters under this card. How many counters do I have altogether? (Show page 1 of assessment book).				
1D	There are 14 counters under this card. I have taken away five counters. How many counters are left under the card? (Show page 1 of assessment book).	Comments			
1E	There are 42 sheep in one paddock and 30 sheep in the other paddock. How many sheep are there altogether? (Show page 2 of assessment book).				

MODULE TWO: NUMBER (MULTIPLICATIVE STRATEGIES)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
2A	There are eight monkeys. If each monkey eats two bananas for lunch, how many bananas will have been eaten? (Show page 3 of assessment book).	0.- Learn to count objects 1 - Counts one to one.	2-3 - Apply counting-all strategies and one to one equal sharing of materials	<ul style="list-style-type: none"> • Apply counting-on, counting-back, skip-counting and simple grouping strategies • Uses groups to equal share and symmetry to find fractions of sets... 	<ul style="list-style-type: none"> • Apply basic addition facts and knowledge of place value and symmetry to: <ul style="list-style-type: none"> - combine or partition whole numbers - find fractions of sets ... - and quantities
2B	How many pieces are there in this circle? Do you know what the coloured piece is called? If you have 12 beans to spread evenly on the circle, how many beans would be on each piece of the circle? (Show page 4 of assessment book and 12 beans).				
2C	In this box of tennis balls, there are six rows. Each row has five tennis balls. How many tennis balls are there altogether? (Show page 5 of assessment book).				
		Comments			

Note: Date and record student responses and note any other relevant information.




MODULE THREE: NUMBER (NUMERAL IDENTIFICATION)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
3A	What is this number? 3 9 5 1 8 6 0 4 2 7	0 - Is learning to read numbers in the range 0-10 1 - Reads numbers in the range 0-10	2 - Reads most numbers in the range 0-20 3 - Reads all of the numbers in the range 0-20	• Reads all of the numbers in the range 0-100	• Reads all of the numbers in the range 0-1000
	What is this number? 13 19 11 16 12				
	What is this number? 66 43 80 38 137 463 695 702 899				
		Comments			

MODULE FOUR: NUMBER (FORWARD SEQUENCES)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
4A	Start counting for me like this: 1, 2, 3 .. I will tell you when to stop. (Stop the student at 32 or when they are unable to continue the correct sequence).	0 - Is learning to count forwards from 0-10 1 - Counts forwards from 0-10	2 - Says forward sequences and the number after in the range 0-10 3 - Says forward sequences and the number after in the range 0-20	• Says forward sequences and the number after in the range 0-100 • Skip counts forwards in 2s	• Says forward sequences and the number after in the range 0-1000 • Skip counts forwards in 2s
	Start counting for me like this: 86, 87, 88, I will tell you when to stop (Stop at 106).				
	I will show you some numbers. For each number I show you, you say the number after it: that is, the number that is one more. 1 9 3 7 13 11 19 76 29 99 378 149 794 409 999.				
	Skip-count for me in 2s, starting at 2. I will tell you when to stop. (Stop at 34).	Comments			

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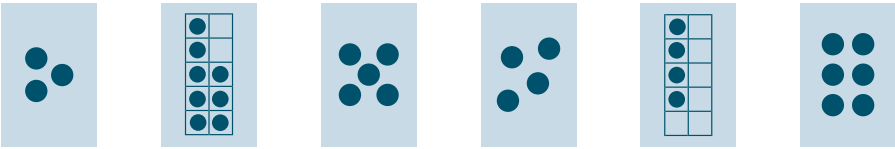


MODULE FIVE: NUMBER (BACKWARD SEQUENCES)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2	
5A	Start counting backwards for me from 10, like this: 10, 9, 8 ... I will tell you when to stop.	0 - Is learning to count backwards from 10-0 1 - Counts backwards from 10-0	2 - Says backward sequences and the number before in the range 0-10 3 - Says backward sequences and the number before in the range 0-20	• Says backward sequences and the number before in the range 0-100 • Skip counts backwards in 2s	• Says backward sequences and the number before in the range 0-1000 • Skip counts backwards in 2s	
	Start counting backwards for me from 23, like this: 23, 22, ... I will tell you when to stop (Stop at 9).					
	Start counting backwards for me from 103, like this: 103, 102, ... I will tell you when to stop (Stop at 89).					
	I will show you some numbers. For each number I show you, you say the number before it; that is, the number that is one less. 4 9 6 8 13 11 20 80 30 100 261 576 400 230 1000	Comments				
	Start skip-counting backwards in 2s from 28, like this: 28, 26, 24, ... I will tell you when to stop. (Stop at 6).					

MODULE SIX: NUMBER (FRACTION KNOWLEDGE)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
6A	What fraction of the shape is coloured in? (Show one shape at a time from page 6 of the assessment book).	• Learning to identify 1/2	• Recognises and names halves and quarters of shapes	• Identifies symbols for halves, quarters, thirds and fifths	• Identifies the symbols for the most common unit fractions, including halves, quarters, thirds, fifths and tenths
6B	Say these fractions for me (1/4, 1/2, 1/3, 1/5, 1/10). If the student names the symbols: Place the cards on the correct shape. (Page 6 of the assessment book)				
		Comments			
What fraction of this shape is coloured in? (Circle correct responses)					
Say fractions: 1/4, 1/2, 1/3, 1/5, 1/10 (Circle correct responses)					
Matches fractions: 1/2, 1/4, 1/3, 1/5, 1/10 (Circle correct responses)					

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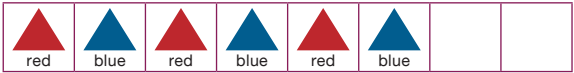




MODULE SEVEN: NUMBER (GROUPING AND PLACE VALUE KNOWLEDGE)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
7A(i)	How many dots do you see? (Show subitising cardware one at a time for 1 second).	0 - Is learning to recognise patterns to 5 1 - Instantly recognises groupings up to 5	2 - Knows groups within 5 and with 5 3 - Recognises patterns and doubles to 10 and groupings within 10	<ul style="list-style-type: none"> Knows groupings with 10 and the pattern of teens Knows the number of tens in decades 	<ul style="list-style-type: none"> Knows groupings of 10 in a three-digit number
7A(ii)	How many more dots to make 5? (Show the four tens frame for 1 second).				
7A(ii)	How many dots do you see and how do you know? (Show the eight tens frame for 1 second).				
7A(iv)	This is double 3, what number do you need to double to make 10? (Show the 6 dot card).				
7B	Here are five dots. Here are ten more dots. How many dots are there now? (Keep adding ten-strips one at a time) How many dots are there now?				
7C	How many groups of ten can you make with 70 sticks? (Show page 7 of the assessment book).				
7D	A DVD player costs \$240. How many \$10 notes do you need to pay for it? How did you work that out? (Show page 8 of the assessment book).	Comments			
					

MODULE EIGHT: NUMBER (BASIC FACTS KNOWLEDGE)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
8A	What is...? (Allow 3 seconds but stop if they use a strategy)	<ul style="list-style-type: none"> Is learning to recognise patterns to 5 	2 - Recalls facts to 5 and facts with 5 3 - Recalls doubles to 10, and groupings within 10	<ul style="list-style-type: none"> Recalls facts to 10, doubles to 20 and corresponding halves and teen facts 	<ul style="list-style-type: none"> Recalls addition facts to 20 and subtraction facts to 10
	$2 + 3$ $1 + 4$ $5 + 4$ $5 - 2$				
	$3 + 3$ $7 + \square = 10$ $2 + 8$ $4 + 4$				
	$10 + 8$ $7 + 7$ $9 + 9$ $5 + 6$				
	$7 - 3$ $9 - 6$ $8 + 6$ $7 + 5$	Comments			

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MODULE NINE: ALGEBRA (PATTERNS)		Beginning Level 1	Early Level 1	At Level 1	Early Level 2
9A	<p>Teacher to copy the pattern below onto the table in front of the student. Provide blocks.</p>  <p>Put the next block on the end of this pattern. How did you know which block to use? Continue this pattern until you run out of blocks.</p>	<ul style="list-style-type: none"> Learn to recognise sequential patterns 	<ul style="list-style-type: none"> Continue sequential patterns 	<ul style="list-style-type: none"> Create and continue sequential patterns by identifying the unit of repeat 	<ul style="list-style-type: none"> Create and continue sequential patterns with one or two variables by identifying the unit of repeat
9B	<p>Make me a pattern using these blocks. Describe your pattern.</p>	Comments			
9C	<p>Teacher to copy the pattern below onto the table in front of the student. Provide blocks.</p>  <p>Put the next block on the end of this pattern. How did you know which block to use? What would the twelfth block be? How do you know?</p>				
MODULE TEN: GEOMETRY (SHAPE)		0-1 - Beginning Level 1	2-3 - Early Level 1	4 - At Level 1	Early 5 - Early Level 2
10A	<p>Teacher to give students a set of attribute blocks (at least 25 blocks).</p> <p>All of these blocks are jumbled up. Can you sort them into groups?</p> <p>Tell me about your groups and the way you have sorted your blocks.</p> <p>Tell me about this group here. (Point to a group that has different categories within a group).</p> <p>Show me another way you could sort your blocks.</p>	<ul style="list-style-type: none"> Be able to name features of a given object, using everyday language 	<ul style="list-style-type: none"> Sort objects and shapes by a single feature and describe the feature, using everyday language 	<ul style="list-style-type: none"> Sort objects and shapes by different features and describe the features, using mathematical language 	<ul style="list-style-type: none"> Sort objects and two- and three-dimensional shapes by their features, identifying categories within categories
 <p>(Circle known shapes)</p>		Comments			

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MODULE ELEVEN: MEASUREMENT (LENGTH)		Beginning Level 1	Early Level 1	At Level 1	Early Level 2
11A	Which of these strips is longer? (Place the red and yellow strips down randomly).	<ul style="list-style-type: none"> Learn to compare objects 	<ul style="list-style-type: none"> Compares the lengths of objects directly 	<ul style="list-style-type: none"> Compare the lengths of objects, using self-chosen units of measurement 	<ul style="list-style-type: none"> Measure the lengths of objects, using linear, whole-number scales and applying basic addition facts to standard units
11B	Show me how you would measure the length of this desk. Show me how you would measure the length of this pencil.				
11C	Measure the blue strip for me. Here are two strips (Green and Yellow). You have to work out which strip is longer, but you cannot put them side by side. You can use some of these materials to help you measure. Which strip is longer? How do you know? How much longer than the other strip is it?	Comments			

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