

# Maths for Greater Understanding Test Record

Student..... Class.....

Assistant ..... School .....

	Date	Score (0/1)
<b>Counting Level 1</b> Counting objects to 20		
<b>Counting Level 2</b> a) Counting between two numbers the number chart, e.g. between 21 and 35; between 18 and 29 b) Counting counters by 2s c) Counting by tens on number chart to 100 d) Number before and number after (number chart 1-120)		a) b) c) d)
<b>Place Value Level 1</b> a) "Quick as a flash": how many dots on the dot card? b) Arranging 3 number cards (1-10) in order from smallest to largest. c) Repeat, asking them to arrange the cards largest to smallest.		a) b) c)
<b>Addition and Subtraction Level 1</b> a) With counters, ask the student to make 7 and 3 more. Ask how many altogether? b) With counters ask students to make 9 and take away 6. Ask how many altogether? c) Say, "On the number line, show me 8 and 3 more." d) Say, "On the number line, show me 13 take away 5."		a) b) c) d)
<b>Multiplication and Division Level 1</b> a) Put 2 teddies in 4 carriages on the train. Ask how many groups of teddies? How many teddies altogether? b) Make 3 groups of 4 with counters. How many altogether? c) Draw 4 bags of 5 bananas. How many altogether?		a) b) c)

<p><b>Counting Level 3</b></p> <ul style="list-style-type: none"> <li>a) Ordering numbers between 20 and 120 from lowest to highest.</li> <li>b) Ordering numbers between 20 and 120 from highest to lowest</li> <li>c) Counting backwards on the number chart, from 100 to 20.</li> <li>d) Counting by 2s from 2 to 100 on the number chart</li> <li>e) Counting by 5s from 5 to 100 on the number chart.</li> </ul>		
<p><b>Place Value Level 2</b></p> <ul style="list-style-type: none"> <li>a) Making the correct number of straws set out in tens and ones, (between 20 and 99)</li> <li>b) Writing the number of straws (bundled) between 20 and 99.</li> <li>c) Counting counters by setting them out in tens and ones.</li> </ul>		<ul style="list-style-type: none"> <li>a)</li> <li>b)</li> <li>c)</li> </ul>
<p><b>Addition and Subtraction Level 2</b></p> <ul style="list-style-type: none"> <li>a) Show students a number card between 10 and 20. Ask them to add on 2.</li> <li>b) Repeat, asking them to add on 3.</li> <li>c) Using the number line 0 to 20, ask students to solve addition and subtraction problems, e.g. <math>12 + 3</math>; <math>13 - 5</math></li> </ul>		<ul style="list-style-type: none"> <li>a)</li> <li>b)</li> <li>c)</li> </ul>
<p><b>Multiplication and Division Level 2a</b></p> <ul style="list-style-type: none"> <li>a) Making sets, e.g. 4 sets of 3, using counters and plates</li> <li>b) Draw 16 legs. How many horses?</li> <li>c) 15 pencils shared between 5 children.</li> </ul>		<ul style="list-style-type: none"> <li>a)</li> <li>b)</li> <li>c)</li> </ul>
<p><b>Counting Level 4</b></p> <ul style="list-style-type: none"> <li>a) Counting by odd numbers to 21</li> <li>b) Using the number chart 1-120, count by: 2s to 24, 3s to 36, 4s to 48, 5s to 60</li> <li>c) Using the number chart 1 to 1000 to count in between 2 numbers, e.g. from 388 to 421</li> </ul>		<ul style="list-style-type: none"> <li>a)</li> <li>b)</li> <li>c)</li> </ul>

<p><b>Place Value Level 3a</b></p> <p>a) How many hundreds, hundreds, how many tens and how many ones in a 3-digit number.</p> <p>b) Making 3-digit numbers with block pictures.</p> <p>c) Ordering numbers from 100 to 999 from lowest to highest, e.g. 782, 691, 123</p> <p>d) Ordering numbers from 100 to 999 from highest to lowest.</p>		<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p><b>Addition and Subtraction Level 3</b></p> <p>a) Addition problems using bundles of straws, e.g. <math>72 + 28</math></p> <p>b) Subtraction problems using bundles of straws, e.g. <math>84 - 21</math></p> <p>c) Addition problems using block-picture, e.g. <math>47 + 35</math></p> <p>d) Subtraction problems using block pictures, e.g. <math>78 - 63</math></p>		<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p><b>Multiplication and Division Level 2b</b></p> <p>a) Making sets and writing as an equation, e.g. 5 sets of 6, then as an equation: 5 sets of 6 = 30.</p> <p>b) Making groups with counters, e.g. 24 counters made into 6 groups. How many in each group?</p>		<p>a)</p> <p>b)</p>
<p><b>Place Value Level 3b</b></p> <p>a) Ordering 3-digit numbers from lowest to highest.</p> <p>b) Ordering 3-digit numbers from highest to lowest.</p> <p>c) Writing 3-digit numbers shown as hundreds, tens and ones.</p>		<p>a)</p> <p>b)</p> <p>c)</p>
<p><b>Addition and Subtraction Level 4a</b></p> <p>a) <math>5 + \square = 9</math></p> <p>b) <math>6 + \square = 7</math></p> <p>c) <math>12 + \square = 18</math></p> <p>d) Double the numbers: 5, 7, 3, 8</p> <p>e) Halve the numbers: 14, 12, 18</p>		<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p>
<p><b>Multiplication and Division Level 3b</b></p> <p>a) Working out equations by drawing sets, e.g. <math>4 \times 5 = \square</math>; <math>3 \times 6 = \square</math></p> <p>b) Using counters to work out division problems, e.g. <math>21 \div 3 = \square</math>; <math>24 \div 8 = \square</math></p>		<p>a)</p> <p>b)</p>

<p><b>Addition and Subtraction Level 4b</b></p> <p>a) <math>6 + 8 + 9 + 3 = \square</math></p> <p>b) <math>29 - 5 - 6 - 2 - 7 = \square</math></p> <p>c) Make as many equations as you can, using the PLUS sign (+) to equal 18</p> <p>d) Make as many equations as you can, using the MINUS sign (-) to equal 4.</p>		<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p><b>Place Value Level 4</b></p> <p>a) Showing 4-digit numbers with block-pictures (thousands, hundreds, tens, ones)</p> <p>b) Ordering 4-digit numbers between 1000 and 9999 lowest to highest</p> <p>c) Ordering 4-digit numbers between 1000 and 9999 highest to lowest</p>		<p>a)</p> <p>b)</p> <p>c)</p>
<p><b>Multiplication and Division Level 4</b></p> <p>Times Tables:</p> <p>a) x2</p> <p>b) x10</p> <p>c) x5</p> <p>d) x3</p> <p>e) x4</p> <p>f) x6</p> <p>g) x7</p> <p>h) x8</p> <p>i) x9</p> <p>j) x11</p> <p>k) x12</p>		<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p> <p>g)</p> <p>h)</p> <p>i)</p> <p>j)</p> <p>k)</p>