

Learning Readiness Report

Student name:
 Student code:
 Student class:
 School code:
 Assessment: **Mathematics**
 Period: **Period 2 2020**
 Date: **18 October, 2020**



Education
and Training

Pathway

Level

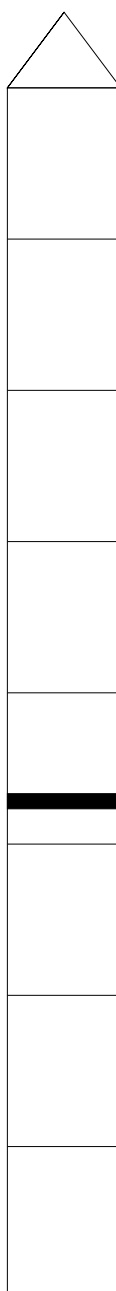
Pathway

The student is starting to apply strategies to solve addition and subtraction problems and work with three digit numbers.

The student is learning to count forwards and backwards to 20 and beyond. S/he is building a vocabulary for simple descriptions of chance and order and learning to extend alternating patterns.

The student is beginning to respond to mathematical language, such as adding, taking away, big, small, first and second. S/he is starting to name familiar shapes and act upon information presented in a sequence of steps.

The student reacts to changes in his or her environment, such as movements and/or sounds.



The student is starting to apply mathematical operations to divide objects and groups of objects precisely, and to manipulate numbers from simple fractions to thousands. S/he is learning to apply rules to explain patterns, including making predictions of chance and skip counting for efficiency.

The student is learning to represent numbers to 100, and to apply this to everyday activities. S/he is starting to classify and explain groupings of objects and to use informal units to measure length.

The student is starting to connect number words to concrete materials and to recount to find the total when the quantity is changed. S/he is learning to make selections of objects based on an understanding of magnitude and to respond to directional terms.

The student is starting to attend to numeracy activities, such as items being added to a group or an object being divided into parts. S/he is beginning to explore different sized objects and to match pairs of objects.

 The student is estimated to be at this location

Mathematics

Victorian Curriculum

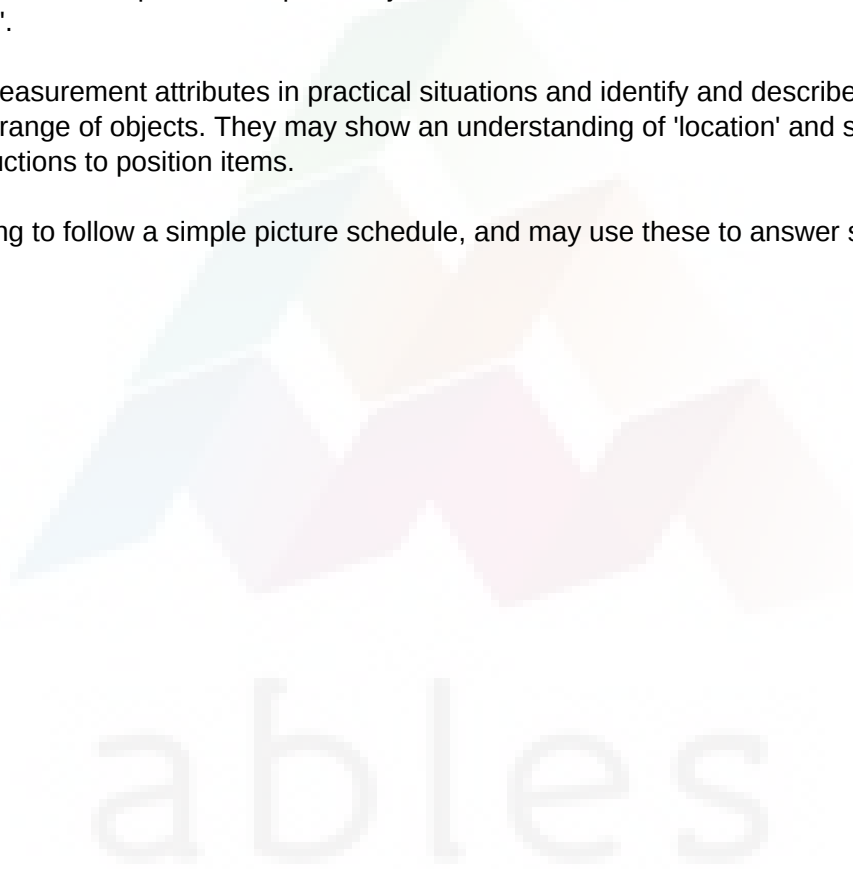
Level D

At this level, students actively use concrete models to represent number in various situations, and use number names when comparing, counting, ordering, adding to or taking away from sets of one to five objects. They identify and sequence regular daily events, and make simple qualitative measurement comparisons.

As they build their skills and understanding at this level, students are learning to connect number names and numerals with sets of up to 10 elements. They may match individual objects with counting sequences up to and back from 10. They are learning to recognise numerals in the environment. Students are learning to find the first and last object in a sequence and place objects into sets to make 'more' and take objects from a group to make 'less'.

Students explore measurement attributes in practical situations and identify and describe the basic characteristics of a range of objects. They may show an understanding of 'location' and spatial concepts by responding to instructions to position items.

Students are learning to follow a simple picture schedule, and may use these to answer simple 'yes' or 'no' questions.



Mathematics

Victorian Curriculum

Level D

- Use concrete materials/objects and/or visual supports for counting, adding, subtracting, and sharing activities (e.g., use of blocks, abacus, beads, counters, or tokens and containers). Ensure that these activities and materials are age-relevant and engaging for your student
- Model the practical use of counting in everyday situations (e.g., pointing to and counting out people, materials or objects at the start of an activity, counting and ordering groups of objects from 1 to 20 by relative quantity)
- Use the vocabulary of numeracy in everyday activities (e.g., counting out objects or people, talking about 'under' or 'over' or 'bigger' or 'smaller' or 'one', 'lots' and 'more')
- Use information about the student's preferences and interests that has been shared by parents/carers and/or other teachers familiar with the student to tailor activities for the student
- Use age-relevant and engaging interactive ICT programs and applications to teach, and encourage your student to practise, recognition and ordering of numerals 0 to 20
- Use age-relevant and engaging activities, games, songs, puzzles, books, or posters to teach recognition and counting of numbers (0 to 20). Provide an environment rich in representations of numbers and shapes
- Use activities that ask the student to sort or categorise objects (e.g., tokens, counters, blocks) into collections based on one characteristic such as colour, size or shape
- Explicitly teach concepts of 'adding one more' and 'taking one away' from a small group of objects (1 to 20) and counting to check the total
- Use 'real world' activities (e.g., shopping trips, cooking, building a model, visits to local parks, sporting activities, growing plants, tracking heights of students) to teach numeracy and measurement concepts and vocabulary (e.g., 'more' and 'less', counting position, size and shape)
- As appropriate for your student, draw on information and advice from support professionals (e.g., speech therapist, physiotherapist, occupational therapist, specialist maths teacher) or disability-specific organisations to tailor activities for the student
- Draw on your formal and informal observations of the student's reactions to, and preferences for, experiences and activities to tailor learning experiences for the student
- Use a simple daily and weekly calendar of activities and events to teach the concepts and vocabulary of time (e.g., hours, minutes, morning, afternoon, day of the week)
- Use sequencing activities and/or a visual schedule to teach concepts of ordinal number (i.e., first, second, third)
- Use simple missing number activities to teach, and encourage your student to practise, number recognition and sequence
- Explicitly teach the names of common 2D shapes and 3D objects

Mathematics

Additional Comments

