

Student A: Kirra

Year Level: Prep

NUTSHELL STATEMENT

Kirra understands the cardinality principle (the last number word in a sequence represents the total amount counted) and the count all strategy (counting each total object once) to quantify the collection of teddies.

Kirra competently followed directional language instruction to place the teddies in the correct order. Kirra recognised a pattern within a sequence of concrete objects by understanding pattern and classification, subsequently creating a simple rule to assist her extension of a pattern.

Kirra used her subitising skills (recognising quantities without counting) to accurately subitise to know how many is in a collection. She was able to clarify that zero can be referred to in multiple ways, such as “zero” or “none”.

Kirra ordered in sequence the correct numbers 1-10 and recognise the value and location of zero. Kirra demonstrated some understanding of number partitioning skills to demonstrate how number six could be represented. She is yet to determine alternative ways of partitioning six other than five and one.

Nutshell Statement and Growth Points

Student B: Leah

Year Level: 3

Growth points reached:

Domain	Growth point (number)	Growth point (in words)
Counting	2	Counting Collections: <i>Confidently counts a collection of around 20 objects</i>
Place Value	3	Reading, writing, interpreting, and ordering three-digit numbers: <i>Can read, write, interpret and order three-digit numbers</i>
Addition & subtraction strategies	4	Basic strategies (doubles, commutativity, adding 10, tens facts, other known facts): <i>Given an addition or subtraction problem, strategies such as doubles, commutativity, adding 10, tens facts, and other known facts are evident.</i>
Multiplication & division strategies	3	Abstracting multiplication and division: <i>Solves multiplication and division problems where objects are not all modelled or perceived</i>

NUTSHELL STATEMENT

Leah demonstrated her counting skills by pairing objects together and using the skip counting strategy (counting by a number other than one). She is yet to skip count with numbers other than two and begin skip counting from a number other than one.

Leah exhibited her accuracy and speed with her multiplication facts. She was able to explain and apply her knowledge to a range of worded problems and equations.

Leah is able to recognise up to 4 digit numbers and when instructed, order in sequence of largest to smallest value. She is able to justify each number's position and why.

Leah revealed her knowledge and application of a variety of strategies when calculating addition and subtraction equations. These included 'known fact' (the

ability to know from experience an answer without counting), 'counting on' (counting from one number up to the next) and 'building to' (using a familiar number such as ten to assist in calculating the answer).

Leah's demonstrated how to break down and identify relevant information within a worded problem. Subsequently she can find appropriate strategies such as 'known fact', to assist solving it.