## Workshop 3:

**Knowing what to do with the diagnostic results from the Assessment Tool reports** 





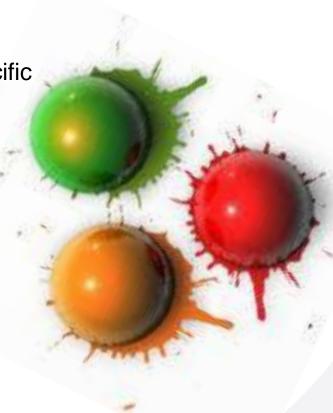
# Intended Outcomes



 Improved use of the Assessment Tool for informing teaching and learning practice

The development of group learning plans with specific outcomes

The development of individual learning plans



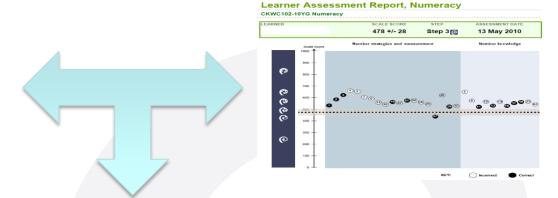
# The ELN process



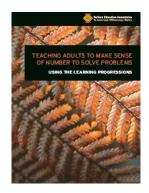
#### **Know the Demands**

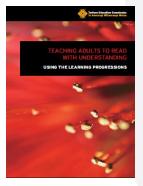
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0	<ul> <li>solve addition and subtraction problems by sounding on or counting back, using ones and tens.</li> </ul>	<ul> <li>solvenutigitades problem by pop- counting, other is cospection with one brose counting and other beginn; track of the repeated counts by using meterials doneump is, trapos; or neutral images.</li> </ul>	find a facility of a set by using square sharing.	the argument of surface, forwards and ballwards, for all half 800     new to dispressive aboves, fives and less to 800.	Essociating and theirer in numbers to EC and the place wises of digits in whole numbers up to KIB.	basic addition and subtraction facts up suct + XX.
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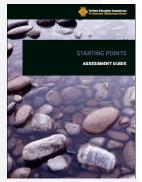
### **Know the Learner**

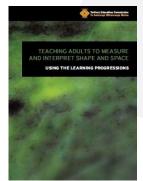


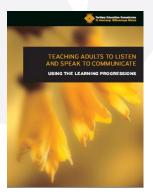
### Know What to Do











# Effective use of assessment



- What assessment do you currently use?
- How do you analyse the results?
- How do you use the assessment results?



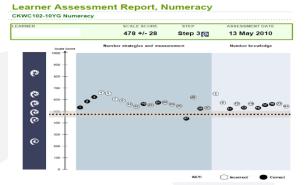


#### Inspiring Potential

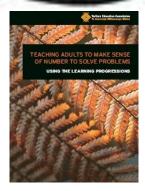
## **Know the Demands**

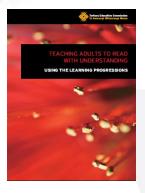
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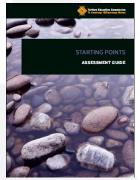
### **Know the Learner**

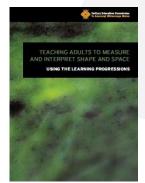


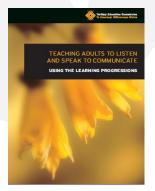
# Know What to Do











# Example task... for numeracy



Retail assistant working in an up-market clothing store.

#### Primary numeracy tasks:

- Answer customer queries regarding discounted prices
- Enter correct amounts into electronic till and check the reasonableness of the total
- Collect and count 'cash' from customers and return correct amount



# 20%



\$31 - \$80





\$10 - \$30



\$81 - \$120

# Knowing the demands



#### What will the following items cost?

A \$30 dress with a 15% discount?

An \$80 jacket with a 20% discount?

A \$140 dress with a 30% discount?



# Knowing the demands



#### Identifying the demands is a process of:

 Determining what underpinning skills and knowledge are required to complete a task

 Determining the required expertise of those skills and knowledge on the Learning Progressions



# Mapping the demands



Inspiring Potentia

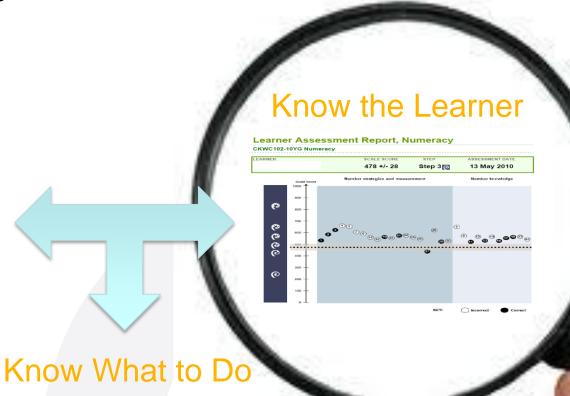
	ADDITIVE STRATEGIES PROGRESSION	MULTIPLICATIVE STRATEGES	PROPORTIONAL REASONING STRATEGIES	NUMBER SEGUENCE PRÓGRESSIÓN	PLACE VALUE PROGRESSION	NUMBER FACTS PROGRESSION
	ADDITIVE STRATEGIES PROGRESSION	PROCRESSION	PROCRESSION	NUMBER SEQUENCE PROGRESSION	PLACE VALUE PROGRESSION	NUMBER FACTS PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL KNOW:	MOST ADULTS WILL KNOW:	MOST ADULTS WILL KNOW:
0	selve addition and subtraction problems by counting all the objects.	<ul> <li>solvemultiplication problems by counting all the objects.</li> </ul>		<ul> <li>the sequence of numbers, forwards and backwards, to at least 20.</li> </ul>		addition facts with sums of 5 or 10 and the decade facts.
0	<ul> <li>selve addition and subtraction problems by counting on or counting back, using ones and tens.</li> </ul>	<ul> <li>solve multiplication problems by skip- counting, often in conjunction with one- te-one counting and often leeping track of the repeated counts by using materials (for example, fingors) or mental images.</li> </ul>	<ul> <li>find a fraction of a sot by using equal sharing.</li> </ul>	the sequence of numbers, forwards and backwards, to at level 100     how to skip-count in twos, fives and tens to 100.	<ul> <li>10 as a counting unit, the tens in numbers to 100 and the place values of digits in whole numbers up to 100.</li> </ul>	tesic addition and subtraction facts up to 10 + 10.
<b>©</b>	<ul> <li>sol vs two-digit by one-digit addition and subtraction problems mentally, using partitioning strategies.</li> </ul>	<ul> <li>solves ingle-digit multiplication and division problems mentally, using known multiplication facts and repeated addition.</li> </ul>		<ul> <li>the signence of numbers, for wards and backwards, to at least 1,000.</li> <li>the number that is 1,00 and 100 before an after a given number in the range 04,000.</li> <li>how to skip count in twos, threes, fires and ten to 1,000.</li> <li>how to order fractions with like denors instinct.</li> </ul>	the tens and hundreds in numbers to 1000 and the place values of digits in whole numbers up to 1,000.	+ basic multiplication and division facts up to $10 \times 10$ .
<b>(</b> 3	solve multi-digit addition and subtraction problems, using partitioning strategies or all or natively     justify the reasonableness of answers to problems solved, using a calculaturor eigorithm.	<ul> <li>solve-multiplication and division problems with single-right multipliers or dish on metally, using partitioning strategies and deriving from known multiplication facts.</li> </ul>	<ul> <li>use known multiplication and division tacts to find fractions of a wholenumber.</li> </ul>	the signation of numbers, forwards and backweeds, by ones, tens, hundreds and thousands, to a million     have to give the number 1,10,100 or 1,000 before or affect a given number in the range 0-1,000,000.      the signation of decimal numbers in tenths and hundredths.     have to order unit fractions.	how many tens, hundreds and thousands there are in any whole number     that 10 tenths make one whole.	task multiplication facts with tons, hundrod and thousands     traction and decimal grouping; that make t.
<b>(</b> 3	<ul> <li>sol ve addition and subtraction problems Involving decirals, and integers, using partitioning strategies or alternatively</li> <li>justily the reasonablenes of answers to problems solved, using a calculator or algorithm.</li> </ul>	solve-multiplication or division problems with multi-digit whole numbers, using part filoning strategies or adematively     justify the reasonablement of anxwers to problems solved, using a colouistor or algorithm.	<ul> <li>use multiplication and division strategies to unkeep robbems that involve simple equivalent for Stors and simple conversions between fractions, decimals and percentages.</li> </ul>	the sequences of integers, fractions, decimals and precentages, forwards and back words, from any given number.	how many tentro, hundredths and thousandths are in any number, including declard numbers     how to correct percentages to declinels and vice versa     what happens when a whole number or declaral is multiplied or divided by a power of 10.	common factors of numbers up to 100     hadden, decirral and percent aperconer sion for halves, thirds, quarters, fifths and textus     the convention for exponents.
<b>(3</b> )	sol we addition and subtraction problems. In rolving fractions, using partitioning stollargies to tallegies for installegies or installegies o	solvemultiplication or division problems with declineis, fractions and percentages, using partitioning strategies or attention or advisor or algorithm.	use multiplication and division strategies to solve problems that involve proportions, ratios and rates.			

Strategies

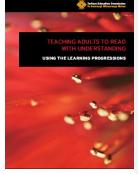


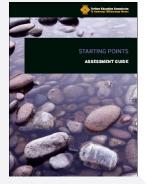
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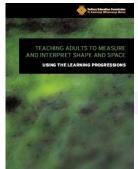
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<b>@</b>	solve addition and salting problems. Including declinate and indepensually partitioning to decline as and indepensually partitioning to decline as an attendance;     publish the increased problems of accounts for problems to account to problems on the country of concentration any problems.	<ul> <li>side excitations of death problem with exit sign when readen, when partitioning state per or altered long.</li> <li>party the executal areas in problems among using a strainter or expertises.</li> </ul>	<ul> <li>socializaçãos acidinios distrigira los che protinos ball noda corpa apropeir finales actingira considera de acestração por considera de acestração por adjectoritojes.</li> </ul>	The regimen of this per, the fairs, declared, and preventings, former than faired weeks, those any given hardises.	Normaly Settle Auditoditic and financially and increases to having a color to having auditod Auditodity and Auditoditic and settle account of a more and settle account of a more account o	connect factors of pushers or to 500     Parkins, defined and promising connects for the yea, three, quarters, fifths and both     The connection for opposition.
6	wall and filter will radio a filter profilers including the closer, using partitioning scholaryies as unaccording?     Justice the consideration of profilers to be profilered to their, using a calculation or approfile.	who will place or divine problem with decrease that and and another type, using a filtering of degle     published the control problems are all problems.	<ul> <li>vom offstaden antithise stateges to over patients that indice properties, which will also.</li> </ul>			

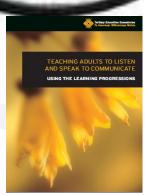






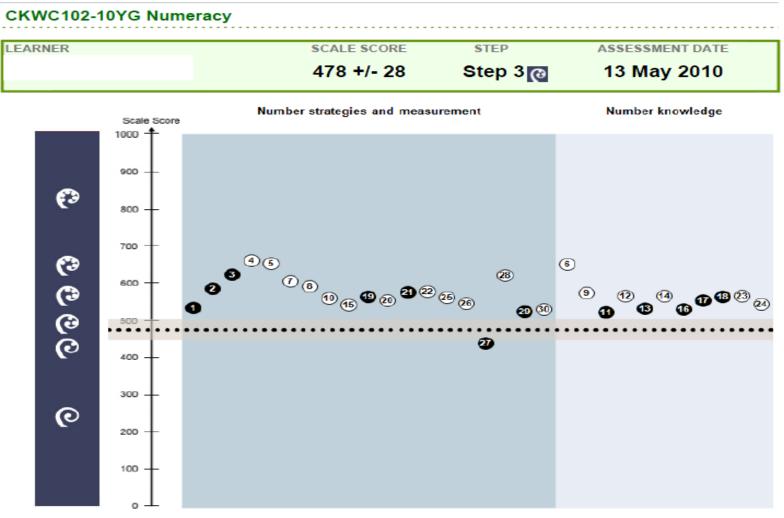






# Knowing the learner

#### **Learner Assessment Report, Numeracy**



KEY:

Incorrect

Correct

# Movement *across* the progressions



Ins	piring	Pot	entia

	ADDITIVE STRATEGIES PROGRESSION	MULTIPLICATIVE STRATEGIES PROCRESSION	PROPORTIONAL REASONING STRATEGIES PROCRESSION	NUMBER SEQUENCE PROGRESSION	PLACE VALUE PROGRESSION	NUMBER FACTS PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL KNOW:	MOST ADULTS WILL HNOW:	MOST ADULTS WILL KNOW:
<b>©</b>	solve addition and subtraction problems by counting all the objects.	<ul> <li>solve multiplication problems by counting all the objects.</li> </ul>		<ul> <li>the sequence of numbers, forwards and backwards, to at least 20.</li> </ul>		<ul> <li>addition facts with sums of 5 or 10 and the decade facts.</li> </ul>
<b>©</b>	<ul> <li>selve addition and subtraction problems by counting on or counting back, using ones and tens.</li> </ul>	<ul> <li>solve multiplication problems by skip- counting, often in conjunction with one- to-one counting and often keeping track of the repeated counts by using materials (for example, fingers) or mental images.</li> </ul>	<ul> <li>find a fraction of a sof by using equal sharing.</li> </ul>	the sequence of numbers, forwards and backwards, to at least 100     how to skip-count in twes, fives and tens to 100.	10 as a counting unit, the tens in numbers to 100 and the place values of digits in whole numbers up to 100.	basic addition and subtraction facts up to 10 + 10.
<b>@</b>	solve two-digit by one-digit addition and subtraction problems mentally, using partitioning strategies.	<ul> <li>solves ingle-digit multiplication and division problems mentally, using known multiplication facts and repeated addition.</li> </ul>		thes openior of numbers, for wards and backwards, to at least 1,000     the number that is 1,10 and 100 before an after a given number in the range Q-1,000     hos to stip-count in two, threes, fives and test to 1,000     hos to order fractions with like describing on.	the tens and hundreds in numbers to 1,000 and the place values of digits in whole numbers up to 1,000.	basic multiplication and division facts up to 10 x 10.
(3	<ul> <li>sol ve multi-digit addition and subtraction problems, using partitioning strategies or all ve nables!y     justify the reasonableness of answers to problems solved, using a calculator or algorithm.</li> </ul>	<ul> <li>solve multiplication and division problems with single-right multiplies; or dish one set all, using partitioning strategies, and deriving from known multiplication facts.</li> </ul>	<ul> <li>use known multiplication and division facts to find fractions of a whole number.</li> </ul>	the signation of numbers, for wards and backweeds, by ones, tens, hundreds and thousands, to a million     how to give the number 1, 10, 100 or 1,000 batters or affect a given number in the range 0-1,000,000     the signation of declinal numbers in tenths and fundir out its     new to energy unit rections.	flow many tend, hundreds and thousands there are in any whole number     that to berths make one whole.	back multiplication facts with time, hundred and thousands     traction and decimal groupings that make 1.
<b>(</b> 3	soive addition and subtraction problems Immining decimals, and if eagers, using partitioning strategies or afternatively     justify the reasonablemes so if answers to problems solved, using a calculator or adjorithm.	solve-multiplication or division problems with multi-digit whole numbers, using port filtening strategies or atternatively     justify the reasonable seess of asswers to problems solved, using a calculator or algorithm.	<ul> <li>use multiplication and division strategies to unive problems that involve striple equivalent first tiers and simple convenions but ween fractions, decimals and percentages.</li> </ul>	the singuences of intergens, fractions, declinels and percentages, forwards and backwards, from any given number.	- how many tentric, hundredths and thousandths are in any number, including decin all numbers - how to consert preventiges to decimels and vice versa.  - what happens when a whole number or decin all is multiplied or divided by a power of 10.  -	common factors of numbers up to 100     firection, declared and percentage convention for helves, thirds, quarters, fithis and texthing the convention for exponents.
ę.	salve addition and subtraction problems. Involving fractions, using partitioning strategies or afternatively justify the reasonableness of answers to problems solved, using a calculator or algorithm.	<ul> <li>solvermultiplication or division problems with decimals, fractions and percentages, using partitioning strategies or alternatively         <ul> <li>justify the reasonableness of answers to problems served, using a calculator or algorithm.</li> </ul> </li> </ul>	use multiplication and division strategies to solve problems that involve proportions, ratios and rates.			

**Strategies** 

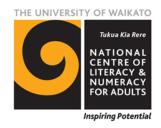
Knowledge

### Make Sense of Number to Solve Problems Multiplicative Strategies progression

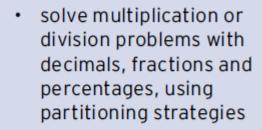
 solve single-digit multiplication and division problems mentally, using known multiplication facts and repeated addition. 6 x 5

8 x 4





### Make Sense of Number to Solve Problems Multiplicative Strategies progression



#### or alternatively

 justify the reasonableness of answers to problems solved, using a calculator or algorithm. 15% of \$80





# **Group Plans and Learning Sequences**





# Designing outcome statements



Outcomes	
Action word	Solve
Identify L&N skill	multiplication problems with percentages using partitioning strategies relating to
Define course content area	identifying the sale price of discounted items

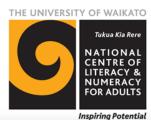
# Writing a learning sequence



#### Writing an ELN teaching plan for a learning sequence

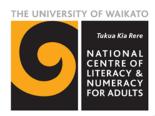
Action word (identify, develop, practice, apply, explain, improve, evaluate, retell)	Solve	
Identify LN skill (progression, step task)	multiplication problems with percentages us relating to	sing partitioning strategies
Course content area	identifying the sale price of discounted item	ıs
Teaching sequence	Approach	Resource
	Discuss and apply a range of strategies to solve a discount problem.	Discount questions
	Partition numbers and recombined to multiply multi-digit numbers with single digits.	Postits
	Mentally partition and recombine double digit multiplication sums.	Discount pamphlets

# Writing a learning plan (literacy)



Action word (identify, develop, practice, apply, explain, improve, evaluate, retell)	Apply	
Identify LN skill (progression, step task)	comprehension strategies to locate, organise and	summarise information relating to
Course content area	product information pamphlets.	
Teaching sequence	Approach	Resource
	Discuss and apply a range of comprehension strategies to product pamphlets.	Range of catalogues and pamphlets
	2. Use text features to identify main points	Full page information texts/graphic organisers
	3. Categorise and summarise key information in texts.	Catalogues/graphic organisers

# Writing a learning plan



Action word (identify, develop, practice, apply, explain, improve, evaluate, retell)	To calculate and convert	
Identify LN skill (progression, step task)	between fractions, decimals and percentage	es relating to
Course content area	a clothing retail environment by	
Teaching sequence	Approach	Resource
	Recognising and linking common fractions to common decimals and percentages	String line; fraction, decimal and percent cards
	2. Understanding the unit values of decimals and percentages	Ones, tens and hundreds cards
	3. Practice solving discounted prices of items on special.	Advertisements

### Retail programme ELN outcomes

	•	dentify, develop, practice, improve, evaluate, retell)	Solve	e			
Ide (pr	1	ord (identify, develop, pract oplain, improve, evaluate, ref	-	Calcula	ate and convert		
Coi Tea	Identify (progres	Action word (identify, deve apply, explain, improve, ev			Apply		
-	Course (	Identify LN skill (progression, step task)			comprehension strategies to locate, organise and summarise information rela		
	Teachin	Course content area			product information pamphlets.		
	1	Teaching sequence			Approach	Resource	
					Discuss and apply a range of comprehension strategies to product pamphlets.	Range of catalogues and pa	
					2. Use text features to identify main points	Full page information texts/ organisers	
					Categorise and summarise key information in	Catalogues/graphic organis	

# Knowing what to do

## **Sequencing Learning Activities**

THE UNIVERSITY OF WAIKATO

Tukua Kia Rere

NATIONAL
CENTRE OF
LITERACY &
NUMERACY
FOR ADULTS

Inspiring Potential

- The Learning Progression books are designed to provide you with specific strategies and activities to develop learners skills
- Each book has a graph that aligns activities with specific outcome objectives

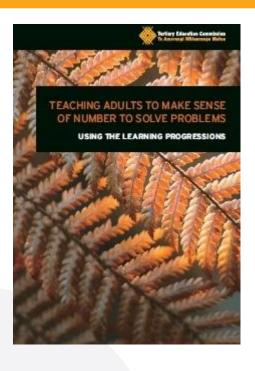


# Using the resource books

Activities for teaching and learning

Number Strategies progressions

	ADDITIVE	MULTIPLICATIVE	PROPORTIONAL REASONING
<b>©</b>			
<b>©</b>	Counting on and back, page 19	Skip-counting, page 32	
<b>©</b>	Addition and subtraction strategies I, page 22	Understanding multiplication, page 35 Deriving multiplication and division facts, page 37	
(3	Addition and subtraction strategies II, page 25	Multiplication strategies, page 39 Division strategies, page 41	Ratios I, page 53
<b>(3</b>	Adding decimals, page 28 Subtracting decimals, page 30	Multiplying options, page 43 Dividing options, page 46	Ratios II, page 58
<b>3</b>		Multiplying with decimals, page 49 Dividing with decimals, page 51	Rates and proportions, page 64



Activities to support step 3

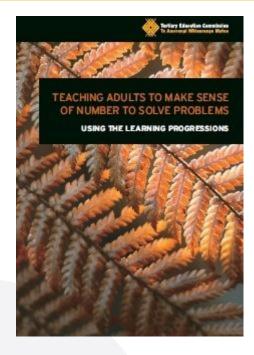
Activities to support step 4

Activities to support step 5

# Using the resource books

Number Knowledge progressions

	NUMBER SEQUENCE	PLACE VALUE	NUMBER FACTS
<b>©</b>			
<b>©</b>	Numbers to 100, page 67	Introducing place value, page 73	Addition and subtraction facts, page 80
<b>©</b>	Understanding fractions I, page 69	Whole number place value, page 76	Multiplication and division facts, page 82 See also: Understanding multiplication, page 35 Deriving multiplication and division facts, page 37
(3	Understanding fractions II, page 70 Understanding fractions III, page 71		Estimating facts, page 85
<b>(3</b>	See also: Decimal number place value, page 78	Decimal number place value, page 78 See also: Connecting percentages, decimals and fractions, page 87	Connecting percentages, decimals and fractions, page 87
<b>63</b>			



Activities to support step 3

Activities to support step 4

Activities to support step 5

#### THE UNIVERSITY OF WAIKATO

# Tukua Kia Rere NATIONAL CENTRE OF LITERACY & NUMERACY

#### Activities for teaching and learning

#### Number Strategies progressions

	ADDITIVE	MULTIPLICATIVE	PROPORTIONAL REASONING	NUMBER SEQUENCE	PLACE VALUE	NUMBER FACTS		
0								
0	Counting on and back, page 19	Skip-counting, page 32		Numbers to 100, page 67	Introducing place value, page 73	Addition and subtraction facts, page 80		
0	Addition and subtraction strategies I, page 22	Understanding multiplication, page 35 Deriving multiplication and division facts, page 37		Understanding fractions I, page 69	Whole number place value, page 76	Multiplication and division facts, page 82 See also: Understanding multiplication, page 35 Deriving multiplication and division facts, page 37		
(3	Addition and subtraction strategies II, page 25	Multiplication strategies, page 39 Division strategies, page 41	Ratios I, page 53 Fractions of numbers I, page 55	Understanding fractions II, page 70 Understanding fractions III, page 71		Estimating facts, page 85		
<b>3</b>	Adding decimals, page 28 Subtracting decimals, page 30	Multiplying options, page 43 Dividing options, page 46	Ratios II, page 58 Fractions of numbers II, page 61	See also: Decimal number place value, page 78	Decimal number place value, page 78 See also: Connecting percentages, decimals and fractions, page 87	Connecting percentages, decimals and fractions, page 87		
63		Multiplying with decimals, page 49 Dividing with decimals, page 51	Rates and proportions, page 64					

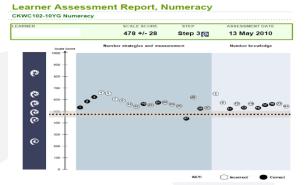


#### Inspiring Potential

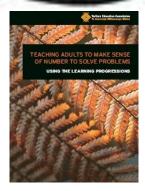
## **Know the Demands**

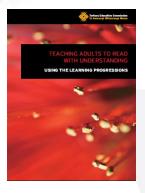
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@	une action and action problem the confine or counting book using cone and task.	<ul> <li>obversubprable problems is con- counting often is conjunction with one service counting and often designed base.</li> <li>of the industrials with by using websites the industrials in the facility aspect.</li> </ul>	Melantian of a softly-some year thering.	the segment disorders, breamband land worth, is all and ISO     here to stay court in here. They section is 100.	Empowelingual Series in numbers to Elevation place manual digitals whose surface up to \$20.	- list at the selected in fath quick vis.
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<b>@</b>	<ul> <li>solve addition and salin problems. Inciding features, and integers, using partitioning strategies or otherwised.</li> <li>justify the maximal arms of answers for problems on extra strategies concentrate any otherwise.</li> </ul>	<ul> <li>take autigitation of dutatio problems with exit stiglication random, using performing stade jets or aftered step?</li> <li>pullty the maximal amount amount in problems covered, using a consistence or segar time.</li> </ul>	<ul> <li>une edipliados auditirios distrigiro la cile problem facilitade copie especient facilitade por especiente con ediplicado de problem de copie con ediplicado de problem, decinalo ad providege.</li> </ul>	The Engander of Royal Street, Sections, and proceedings, former is will be a sent, from any place system.	horney term handwith air financials an increase the brinding socials handwith the brinding socials handwith a social soci	connect factors of purposes as 10/00     the face, declined and percentage contacts for the year force, operation, shadows     the convention for opposes in
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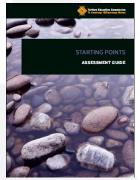
### **Know the Learner**

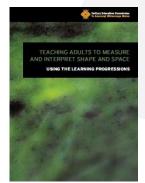


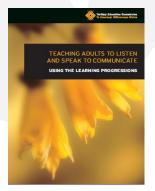
# Know What to Do





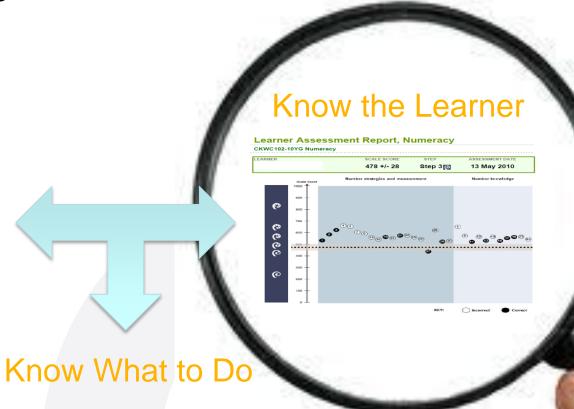


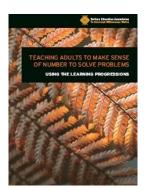


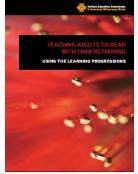


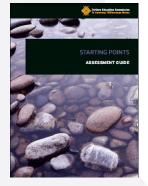
#### **Know the Demands**

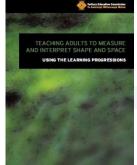
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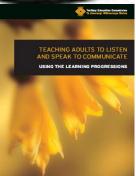










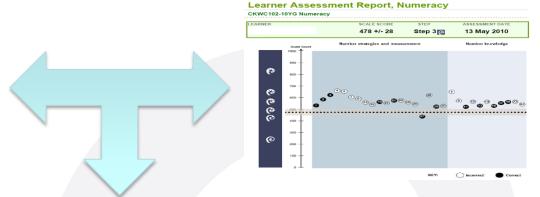




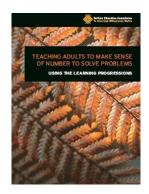
#### **Know the Demands**

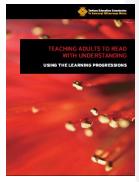


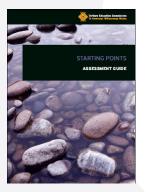
#### **Know the Learner**

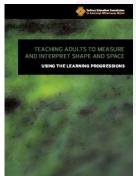


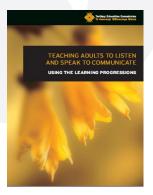
### Know What to Do













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# **Summary**

 Improved use of the Assessment Tool for informing teaching and learning practice

The development of group learning plans with specific outcomes

The development of individual learning plans

