

Tutor Instruction Manual – Numeracy

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Skills for Life

the national strategy for improving adult literacy and numeracy skills

Up to 7 million adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy for meeting these needs.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals and their families and on the economy and society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, live in a disadvantaged area or be unemployed. They and their children risk being cut off from the advantages of a world increasingly linked through information and technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is not just an education-only strategy, nor is it just a Government response to address those needs. It is a partnership, and the responsibility of the whole of society. Partnership and the ownership of *Skills for Life* by key stakeholders is the most important element of successful delivery.

Government departments, the Learning and Skills Council (LSC), JobCentre Plus, the Prison and Probation Services, external partners in the post-16 learning sector, businesses, the CBI, TUC and many others are working together to improve the literacy, language and numeracy skills of adults through:

- **Boosting demand** for learning via a high profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees.
- **Raising the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision and **increasing learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.
- **Ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learners' needs.
- **Constantly evaluating** the implementation of the strategy so that we all can learn from and disseminate best practice and gather feedback from customers, partners and learners themselves.

Navigation grids

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use whole numbers	
N1/E1.1	• Count reliably up to 10 items	Task 1
N1/E1.2	• Read and write numbers up to 10, including zero	Task 1
N1/E1.3	• Order and compare numbers up to 10, including zero	Task 1
N1/E1.4	• Add single-digit numbers with totals to 10	Task 2
N1/E1.5	• Subtract single-digit numbers from numbers up to 10	Task 2
N1/E1.6	• Interpret +, – and = in practical situations for solving problems	Task 2
N1/E1.7	• Use a calculator to check calculations using whole numbers	Task 3
	Use common measures	
MSS1/E1.1	• Recognise and select coins and notes	Task 4
MSS1/E1.2	• Relate familiar events to: <ul style="list-style-type: none"> – times of the day (using o'clock times or parts of the day e.g. midday) – days of the week – seasons of the year 	Task 5
MSS1/E1.3	• Describe size (e.g. large/small) and use direct comparisons for the size of at least two items (e.g. larger/smaller)	Task 6
MSS1/E1.4	• Describe length, width, height (e.g. long, short, wide, narrow, tall) and use direct comparisons for length, width, height of items, e.g. longer, too long, longest	Task 6
MSS1/E1.5	• Describe weight (e.g. heavy/light) and use direct comparisons for the weight of items (e.g. heavier/lighter)	Task 6
MSS1/E1.6	• Describe capacity (e.g. full/empty) and use direct comparisons for the capacity of items (e.g. holds more than, holds less than)	Task 6
	Use shape and space	
MSS2/E1.1	• Recognise and name common 2-D and 3-D shapes (e.g. a rectangle, square, circle, cube)	Task 7
MSS2/E1.2	• Understand everyday positional vocabulary (e.g. between, inside or near to)	Task 7
	Use data	
HD1/E1.1	• Extract simple information from lists	Task 8
HD1/E1.2	• Sort and classify objects using a single criterion	Task 8
HD1/E1.3	• Construct simple representations or diagrams, using knowledge of numbers, measures or shape and space	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use whole numbers	
N1/E2.1	• Count reliably up to 20 items	Task 1
N1/E2.2	• Read, write, order and compare numbers up to 100	Task 1
N1/E2.3	• Add and subtract two-digit whole numbers	Task 2
N1/E2.4	• Recall addition and subtraction facts to 10	
N1/E2.5	• Multiply using single-digit whole numbers	Task 3
N1/E2.6	• Approximate by rounding to the nearest 10	Task 1
N1/E2.7	• Use and interpret +, −, × and = in practical situations for solving problems	Task 2
N1/E2.8	• Use a calculator to check calculations using whole numbers	Task 5
	Use fractions	
N2/E2.1	• Read, write and compare halves and quarters of quantities	Task 4
N2/E2.2	• Find halves and quarters of small numbers of items or shapes	Task 4
	Use common measures	
MSS1/E2.1	• Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	Task 6
MSS1/E2.2	• Calculate the cost of more than one item (e.g. two stamps at 26p) and the change from a transaction, in pence or in whole pounds (e.g. change from £1)	Task 6
MSS1/E2.3	• Read and record time in common date formats	Task 7
MSS1/E2.4	• Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours	Task 7
MSS1/E2.5	• Read, estimate, measure and compare length using common standard and non-standard units (e.g. metre, centimetre, paces)	Task 8
MSS1/E2.6	• Read, estimate, measure and compare weight using common standard units (e.g. kilogram)	Task 8
MSS1/E2.7	• Read, estimate, measure and compare capacity using common standard and non-standard units (e.g. litre, cupful)	Task 8
MSS1/E2.8	• Read and compare positive temperatures in everyday situations such as weather charts	Task 8
MSS1/E2.9	• Read simple scales to the nearest labelled division	Task 8
	Use shape and space	
MSS2/E2.1	• Recognise and name 2-D and 3-D shapes (e.g. triangles, cylinders, pyramids)	Task 9
MSS2/E2.2	• Describe the properties of common 2-D and 3-D shapes (e.g. the number of sides, corners, faces)	Task 9
MSS2/E2.3	• Use positional vocabulary (e.g. giving simple instructions)	Task 9

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use data	
HD1/E2.1	<ul style="list-style-type: none">• Extract information from lists, tables, simple diagrams and block graphs	Task 10
HD1/E2.2	<ul style="list-style-type: none">• Make numerical comparisons from block graphs	Task 10
HD1/E2.3	<ul style="list-style-type: none">• Sort and classify objects using two criteria	Task 10
HD1/E2.4	<ul style="list-style-type: none">• Collect simple numerical information	
HD1/E2.5	<ul style="list-style-type: none">• Represent information so that it makes sense to others (e.g. in lists, tables, and diagrams)	Task 11

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use whole numbers	
N1/E3.1	• Count, read, write, order and compare numbers up to 1000	Task 1
N1/E3.2	• Add or subtract using three-digit whole numbers	Task 2
N1/E3.3	• Recall addition and subtraction facts to 20	Task 2
N1/E3.4	• Multiply two-digit whole numbers by single-digit whole numbers	Task 3
N1/E3.5	• Recall multiplication facts (e.g. multiples of 2, 3, 4, 5, 10)	Task 3
N1/E3.6	• Divide two-digit whole numbers by single-digit whole numbers and interpret remainders	Task 4
N1/E3.7	• Approximate by rounding numbers less than 1000 to the nearest 10 or 100	Task 1
N1/E3.8	• Estimate answers to calculations	
N1/E3.9	• Use and interpret +, −, ×, ÷ and = in practical situations for solving problems	
	Use fractions	
N2/E3.1	• Read, write and understand common fractions (e.g. $\frac{3}{4}$, $\frac{2}{3}$, $\frac{1}{10}$)	Task 5
N2/E3.2	• Recognise and use equivalent forms, (e.g. $\frac{5}{10} = \frac{1}{2}$)	Task 5
N2/E3.3	• Read, write and understand decimals up to two decimal places in practical contexts (such as: common measures to one decimal place, e.g. 1.5m; money in decimal notation, e.g. £2.37)	Task 6
N2/E3.4	• Use a calculator to calculate using whole numbers and decimals to solve problems in context, and to check calculations	Task 7
	Use common measures	
MSS1/E3.1	• Add and subtract sums of money using decimal notation	Task 8
MSS1/E3.2	• Round sums of money to the nearest £ and 10p and make approximate calculations	Task 8
MSS1/E3.3	• Read, measure and record time	Task 9
MSS1/E3.4	• Read and interpret distance in everyday situations	Task 10
MSS1/E3.5	• Read, estimate, measure and compare length using non-standard and standard units	Task 10
MSS1/E3.6	• Read, estimate, measure and compare weight using non-standard and standard units	Task 10
MSS1/E3.7	• Read, estimate, measure and compare capacity using non-standard and standard units	Task 10
MSS1/E3.8	• Choose and use appropriate units and measuring instruments	Task 10
MSS1/E3.9	• Read, measure and compare temperature using common units and instruments	Task 10

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use shape and space	
MSS2/E3.1	<ul style="list-style-type: none">Sort 2-D and 3-D shapes to solve practical problems using properties (e.g. lines of symmetry, side length, angles)	Task 11
	Use handling data	
HD1/E3.1	<ul style="list-style-type: none">Extract numerical information from lists, tables, diagrams and simple charts	Task 12
HD1/E3.2	<ul style="list-style-type: none">Make numerical comparisons from bar charts and pictograms	Task 12
HD1/E3.3	<ul style="list-style-type: none">Make observations and record numerical information using a tally	Task 13
HD1/E3.4	<ul style="list-style-type: none">Organise and represent information in different ways so that it makes sense to others	Task 13

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use whole numbers	
N1/L1.1	• Read, write, order and compare numbers including large numbers	Task 1
N1/L1.2	• Recognise negative numbers in practical contexts (e.g. temperatures)	
N1/L1.3	• Add, subtract, multiply and divide using efficient written methods	Task 2
N1/L1.4	• Multiply and divide whole numbers by 10 and 100	Task 2
N1/L1.5	• Recall multiplication facts up to 10 x 10 and make connections with division facts	Task 2
N1/L1.6	• Recognise numerical relationships (e.g. multiples and squares)	Task 2
N1/L1.7	• Work out simple ratio and direct proportion (e.g. three parts to one part)	Task 3
N1/L1.8	• Approximate by rounding	Task 1
N1/L1.9	• Estimate answers to calculations	Task 1
	Use fractions	
N2/L1.1	• Read, write, order and compare common fractions and mixed numbers	Task 4
N2/L1.2	• Find parts of whole number quantities or measurements (e.g. $\frac{2}{3}$ or $\frac{3}{4}$)	Task 4
N2/L1.3	• Recognise equivalencies between common fractions, percentages and decimals (e.g. $50\% = \frac{1}{2}$, $0.25 = \frac{1}{4}$) and use these to find part of whole number quantities	Task 4
	Use decimals	
N2/L1.4	• Read, write, order and compare decimals up to three decimal places	Task 5
N2/L1.5	• Add, subtract, multiply and divide decimals up to two places	Task 5
N2/L1.6	• Multiply and divide decimals by 10, 100	Task 5
N2/L1.7	• Approximate decimals by rounding to a whole number or two decimal places	Task 5
	Use percentages	
N2/L1.8	• Read, write, order and compare simple percentages (e.g. 10%, 25%) and understand simple percentage increase and decrease (e.g. 10% rise in cost, 20% off in a sale)	Task 6
N2/L1.9	• Find simple percentage parts of quantities and measurements	Task 6
N2/L1.10	• Find simple percentage increase and decrease	Task 6
N2/L1.11	• Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages	Task 7

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use common measures	
MSS1/L1.1	<ul style="list-style-type: none"> Add, subtract, multiply and divide sums of money and record (e.g. completing financial transactions, calculating benefits or entitlements) 	Task 8
MSS1/L1.2	<ul style="list-style-type: none"> Read, measure and record time in common date formats and in the 12-hour and 24-hour clock 	Task 9
MSS1/L1.3	<ul style="list-style-type: none"> Calculate using time 	Task 9
MSS1/L1.4	<ul style="list-style-type: none"> Read, estimate, measure and compare length, weight, capacity and temperature using common units and instruments 	Task 10
MSS1/L1.5	<ul style="list-style-type: none"> Read, estimate, measure and compare distance 	Task 10
MSS1/L1.6	<ul style="list-style-type: none"> Add and subtract common units of measure within the same system 	Task 10
MSS1/L1.7	<ul style="list-style-type: none"> Convert units of measure in the same system 	Task 10
MSS1/L1.8	<ul style="list-style-type: none"> Work out the perimeter of simple shapes 	Task 11
MSS1/L1.9	<ul style="list-style-type: none"> Work out the area of rectangles 	Task 11
MSS1/L1.10	<ul style="list-style-type: none"> Work out simple volume (e.g. cuboids) 	Task 11
	Use shape and space	
MSS2/L1.1	<ul style="list-style-type: none"> Solve problems using the mathematical properties of regular 2-D shapes (e.g. tessellation or symmetry) 	Task 12
MSS2/L1.2	<ul style="list-style-type: none"> Draw 2-D shapes in different orientations using grids (e.g. in diagrams or plans) 	
	Use data and statistical measures	
HD1/L1.1	<ul style="list-style-type: none"> Extract and interpret information (e.g. in tables, diagrams, charts and line graphs) 	Task 13
HD1/L1.2	<ul style="list-style-type: none"> Collect, organise and represent discrete data (e.g. in tables, charts, diagrams and line graphs) 	Task 13
HD1/L1.3	<ul style="list-style-type: none"> Find the arithmetical average (mean) for a set of data 	Task 14
HD1/L1.4	<ul style="list-style-type: none"> Find the range for a set of data 	Task 14
	Use probability	
HD2/L1.1	<ul style="list-style-type: none"> Show that some events are more likely to occur than others 	Task 14
HD2/L1.2	<ul style="list-style-type: none"> Express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1 	Task 14

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
	Use whole numbers	
N1/L2.1	<ul style="list-style-type: none"> Read, write, order and compare positive and negative numbers of any size in a practical context (e.g. loss in trading, low temperatures) 	Task 1
N1/L2.2	<ul style="list-style-type: none"> Carry out calculations with numbers of any size using efficient methods 	Task 1
N1/L2.3	<ul style="list-style-type: none"> Calculate ratio and direct proportion (e.g. 3:2) 	Task 2
N1/L2.4	<ul style="list-style-type: none"> Evaluate expressions and make substitutions in given formulae in words and symbols to produce results (e.g. area of a room from $l \times w$) 	Task 3
	Use fractions	
N2/L2.1	<ul style="list-style-type: none"> Use fractions to order and compare amounts or quantities 	Task 4
N2/L2.2	<ul style="list-style-type: none"> Identify equivalencies between fractions, decimals and percentages 	Task 4
N2/L2.3	<ul style="list-style-type: none"> Evaluate one number as a fraction of another 	Task 4
N2/L2.4	<ul style="list-style-type: none"> Use fractions to add and subtract amounts or quantities 	Task 4
	Use decimals	
N2/L2.5	<ul style="list-style-type: none"> Order, approximate and compare decimals when solving practical problems 	Task 5
N2/L2.6	<ul style="list-style-type: none"> Add, subtract, multiply and divide decimals up to three places 	Task 5
	Use percentages	
N2/L2.7	<ul style="list-style-type: none"> Order and compare percentages and understand percentage increase and decrease (e.g. VAT or 20% reduction in a sale) 	Task 6
N2/L2.8	<ul style="list-style-type: none"> Find percentage parts of quantities and measurements 	Task 6
N2/L2.9	<ul style="list-style-type: none"> Evaluate one number as a percentage of another 	Task 6
N2/L2.10	<ul style="list-style-type: none"> Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages 	Task 7
	Use measures	
MSS1/L2.1	<ul style="list-style-type: none"> Calculate with sums of money and convert between currencies 	Task 9
MSS1/L2.2	<ul style="list-style-type: none"> Calculate, measure and record time in different formats 	Task 8
MSS1/L2.3	<ul style="list-style-type: none"> Estimate, measure and compare length, distance, weight and capacity using metric and, where appropriate, imperial units (e.g. scales to given levels of accuracy, including reading between divisions) 	Task 10
MSS1/L2.4	<ul style="list-style-type: none"> Estimate, measure and compare temperature, including reading scales and conversion tables 	Task 10
MSS1/L2.5	<ul style="list-style-type: none"> Calculate with units of measure within the same system 	Task 10
MSS1/L2.6	<ul style="list-style-type: none"> Calculate with units of measure between systems, using conversion tables and scales, and approximate conversion factors 	Task 10
MSS1/L2.7	<ul style="list-style-type: none"> Understand and use given formulae for finding perimeters and areas of regular shapes (e.g. rectangular and circular surfaces) 	Task 11

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/ materials</i>
MSS1/L2.8	<ul style="list-style-type: none"> Understand and use given formulae for finding areas of composite shapes (e.g. non-rectangular rooms or plots of land) 	Task 11
MSS1/L2.9	<ul style="list-style-type: none"> Understand and use given formulae for finding volumes of regular shapes (e.g. a cuboid or cylinder) 	Task 11
MSS1/L2.10	<ul style="list-style-type: none"> Work out dimensions from scale drawings (e.g. 1:20) 	
	Use shape and space	
MSS2/L2.1	<ul style="list-style-type: none"> Recognise and use common 2-D representations of 3-D objects (e.g. in maps and plans) 	Task 12
MSS2/L2.2	<ul style="list-style-type: none"> Solve problems involving 2-D shapes and parallel lines (e.g. laying down carpet tiles) 	Task 12
	Use data and statistical measures	
HD1/L2.1	<ul style="list-style-type: none"> Extract discrete and continuous data from tables, diagrams, charts and line graphs 	Task 13
HD1/L2.2	<ul style="list-style-type: none"> Collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs 	Task 14
HD1/L2.3	<ul style="list-style-type: none"> Find the mean, median and mode, and use them as appropriate to compare two sets of data 	Task 15
HD1/L2.4	<ul style="list-style-type: none"> Find the range and use it to describe the spread within sets of data 	
	Use probability	
HD2/L2.1	<ul style="list-style-type: none"> Identify the range of possible outcomes of combined events and record the information using diagrams or tables 	Task 15

Administration instructions

Administration instructions

Skills can be assessed in:

- number
- measures, shape and space
- handling data.

Each level contains several tasks, containing items (questions) based on a particular aspect of numeracy. The tasks are shown in the Navigation grids.

Learners will complete one or a number of tasks, which will result in scores, leading to diagnostic feedback. This in turn will lead to the development of an Individual Learning Plan (ILP).

Assessment process

Step 1

Your first step is to select appropriate tasks at the appropriate level for your learner. You should select levels and tasks using a combination of the following information:

- results of initial assessment – this will give you an appropriate level at which to start assessing
- information from the learner's known work and achievements
- information from the learner about learning priorities.

Step 2

Look at the mapping grid for each level and select as many tasks as required from the paper-based version of the assessment tasks.

Note: Tasks can be taken from different levels if this seems appropriate, based on the information you have about the learner. For example, the learner may be better at adding and subtracting but may not be as good at telling the time or calculating money.

Step 3

Set up and score the assessment using the guidelines in the Diagnostic feedback and ILP information.

Note: The scoring is automated in the ICT version of the assessment. You will need a copy of the Calculator checklist if you set a calculator task.

Step 4

Score each task using the Diagnostic feedback and ILP information.

Use the learner's score to establish whether s/he is operating at 'Emerging' (eM), 'Consolidating' (C) or 'Established' (E) level in each task. This process is automated on the ICT version.

Note: If you have used the paper-based version, you can enter scores into the ICT version to generate diagnostic feedback. Please read the guidance on scoring.

Step 5

Look carefully at errors made to see if there is any pattern (for example, problems with questions where zero is a place holder or the learner always choosing the first option in multiple choice questions). You may want to take this opportunity to ask the learner how questions were tackled, in particular those with incorrect responses. This may reveal insecurities in aspects of problem solving, such as insecure number bonding skills or poor understanding of the metric system of measurement. You may also wish to conduct error analysis, using the Numeracy error analysis document.

Step 6

Once you have considered the learner's scores for each task, you may wish to conduct further assessment using tasks from a level above or below that assessed.

Step 7

Based on a combination of:

- the diagnostic feedback
- information derived from the particular errors made
- analysis of these errors
- any further assessment conducted
- the learner's priorities
- information about the learner's hopes, aspirations
- information about the preferred learning style,

make a decision about which of the learning targets to include in the learner's ILP. If you use the ICT version, you have the option to generate an editable ILP.

Administration guidelines

Numeracy assessment

It is recommended that the numeracy assessment is carried out in a one-to-one situation. This allows for the most accurate assessment, enabling observation of the learner's performance and additional questioning. It is expected that the learner, particularly those at higher levels, may want to complete tasks without the presence of a tutor. This can be encouraged, although you may want to remain accessible in case of any unexpected difficulties and also to observe the calculator task. Tutors should work with learners at Pre-entry and Entry 1 (and possibly Entry 2), for both the paper-based and ICT assessments. Tutors may also choose to use realia (e.g. real coins, weighing scales) for assisting assessment of learners at Pre-entry and Entry 1.

Assessment materials

You may need the following:

- copies of numeracy tasks at the chosen level for the learner
- a calculator
- the Calculator checklist for the chosen level
- spare paper for additional working out
- pens, pencil, rubber.

For the ICT version:

- a computer with the numeracy tasks already selected for the learner
- headphones, if the learner is in a computer suite.

Environment

- Ensure a quiet, uninterrupted environment.
- Take time to explain the purpose of the assessment to the learner (to identify strengths as well as areas where work is needed).
- Allow an appropriate amount of time to ensure completion of the full assessment, as well as opportunities for questioning and observation.
- If the time available is limited or the learner needs to work very slowly or in short periods, then the assessment can be conducted over a period of time. The tutor will need to note any special conditions required by the learner, as this may affect learning and programme planning.
- Ensure that you are sitting in a good position to allow for interaction with the learner and for observation of the calculator task.
- Ensure that learners using the ICT version can see and hear the computer comfortably and that they have the opportunity to select screen colour and audio level. Ensure also that learners have the opportunity to run through the ICT tutorial in order that they have a clear understanding of the instructions for all the function buttons on the screen.

Assessment guidelines

- **No calculators** are allowed during the assessment, except for the calculator task. The learner is prompted to ask for a calculator at this point, but it is helpful if you are aware of when it is needed.

Note: An on-screen calculator is available on the ICT version, though a hand-held calculator may be more familiar to the learner.

- The purpose of the calculator tasks is to assess whether the learner understands how to use a calculator and its functions to check calculations or make calculations at the level. You must use the Calculator checklist to record your observations of whether the learner uses the appropriate keys and functions. This applies to both the paper-based and ICT versions of the assessment.
- **You can read all question text** to the learner, especially in cases where you are aware that reading skills may compromise the assessment of numeracy skills. In particular, it is recommended that you read the question text to learners using Pre-entry and Entry 1 tasks. All parts of the ICT version have audio and the learner can replay instructions twice.
- **Do not give further explanation** to learners, in particular about the meaning of mathematical terms. Understanding of mathematical terms and expressions is an important aspect of what is being assessed.
- Encourage the learner to use the task paper and/or spare paper to **show workings out** – this applies to both the paper-based and ICT versions. Analysis of errors in calculations can often be seen clearly in workings out and can be valuable in establishing accurate diagnosis of difficulties and informing the subsequent learning plan. The Numeracy error analysis document shows examples of typical learner errors at each level.

- Encourage the learner who appears to be struggling over a question to leave it and carry on, although s/he may revisit it at the end of the task. Learners using the ICT version are not able to go back to omitted questions; omitted questions will score as zero (incorrect).
- On the ICT version of the assessment, the learner is required to give the answer in a range of different ways.

Multiple choice

A selection of possible responses is given, exactly as in the paper-based assessment, and the learner selects the correct response, usually by clicking on it. The learner will then be asked to confirm her/his response, before the assessment moves on. Multiple choice distractors are carefully chosen to be 'logical' (if incorrect) alternative responses.

Note: Multiple choice, though widely used for all levels and types of assessment, is arguably less robust as an assessment than, for example, free text entry. In an assessment where there are four multiple choice options for answers, statistically a learner would be able to achieve a 25% overall score without knowing anything of the topic of the assessment.

Drag and drop

The learner may be required to drag answer options into the correct place/s on screen, using the mouse. This is an alternative form of multiple choice.

Free text entry

The learner is required to enter numbers (or occasionally words) into a designated space on screen. The cursor defaults into the answer box and the learner can begin to type in a response immediately. Clicking into the answer box will also enable the learner to type numbers/text in immediately. Keyboard strokes are often limited to numbers only, though the learner is usually able to enter a comma, full stop and sometimes other characters, depending on the question. The space designated for the response is able to accept a limited number of characters/digits, usually one or two characters more than the correct response. Where there are two spaces for free text entry, the learner can either tab into the second space or use the mouse to click into the space.

Note: Free text entry is the more robust assessment of numeracy skills, as the learner has to create a response, using the information available, and there is less likelihood of achieving a correct response by accident.

Scoring the assessment

- Once the learner has completed the set assessment tasks, you will need to score her/his work. Score strictly according to the answers given. The diagnostic feedback document shows the **correct answers** for the paper-based version. The ICT version scores the tasks automatically.
- There is frequently a range of **acceptable alternative answers** and it is left to the tutor's discretion, when scoring the paper-based assessments, to judge whether a learner's response is acceptable. Acceptable alternative answers are given in the diagnostic feedback document. The ICT version scores automatically and is programmed to accept some acceptable alternatives, but it would be wise to check the learner's answers quite closely, to ensure that a fair score has been recorded. This applies only to ICT questions where the learner has had to type in the answer; the learner's actual answers for this type of question are shown on the diagnostic report and can be checked against the actual assessment questions. Questions where acceptable alternative are likely to be an issue include:

- questions where the answer can be expressed as a whole number or a decimal, for example, where the answer is £31, the answer could be given as 31 or 31.00
 - questions where the answer is 1000 or over, where the answer can be expressed using comma or space separators or without separators, for example, where the answer is 9876kg, the answer could be expressed as 9,876 or 9 876 or 9876
 - questions relating to time where the answer is a four-digit expression of time, either 12-hour or 24-hour clock, and could be expressed as four digits or four digits separated by a full stop or a colon, for example, 11.15am can be written as 1115, 11.15 or 11:15
 - questions relating to estimation where the correct answer will be within a range – for example, where the learner is asked to estimate the cost of nine items each costing 99p, an accurate estimate would be £9.00, £9.90 or even £10.00, though it would be unfair to penalise the learner who was able to give an exactly accurate answer of £8.91. A range of answers is given and the tutor must judge whether the learner's response is acceptable.
- Add the correct responses to derive a total score for the task.
 - Use the diagnostic feedback document to decide whether the learner is in the **Emerging**, **Consolidating** or **Established** band for each task.
 - The **Learner profile information** gives guidance about what the learner has achieved in this assessment.
 - The **Next steps** section gives guidance about what you might want to consider doing next – for example, further assessment at a higher or lower level, handwriting analysis, referral for further assessment.
 - There is also **Learner feedback** for each assessment band on the ICT version.
 - **ILP information** is included for each task. You must select the appropriate learning targets for the learner, based on her/his scores and performance, as well as priorities. The ICT version has the option to generate an ILP.

Specific administration instructions

Milestone 7 Numeracy

Task 1

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the picture. How many bikes are there? Show me/tell me/circle your answer.

Item 2 Look at the picture. How many people are there? Show me/tell me/circle your answer.

Item 3 Look at the picture. How many signs are there? Show me/tell me/circle your answer.

Task 2

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the numbers. Show me/circle number 3.

Item 2 Look at the numbers. Show me/circle number 2.

Item 3 Look at the numbers. Show me/circle number 4.

Item 4 Look at the numbers. Show me/circle number 5.

Task 3

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Items 1 to 3 ask the learner to demonstrate independent single digit addition skills to three. Items 4 to 9 allow the tutor to frame the question by way of offering support.

Items 7 to 9 ask the learner to work out the answer independently. For learners who prefer not to write the answer, it may be appropriate to use the number cards 1 to 5 for selection.

Suggested tutor script

- Item 1 *What is the answer to this sum? Show me/tell me/circle your answer.*
- Item 2 *What is the answer to this sum? Show me/tell me/circle your answer.*
- Item 3 *What is the answer to this sum? Show me/tell me/circle your answer.*
- Item 4 *What is the answer to this sum? 2 and 2 equals? Show me/tell me/circle your answer.*
- Item 5 *What is the answer to this sum? 2 and 3 equals? Show me/tell me/circle your answer.*
- Item 6 *What is the answer to this sum? 1 and 3 equals? Show me/tell me/circle your answer.*
- Item 7 *What is the answer to this sum? 4 and 1 equals? Show me/tell me/write your answer.*
- Item 8 *What is the answer to this sum? 3 and 1 equals? Show me/tell me/write your answer.*
- Item 9 *What is the answer to this sum? 2 and 3 equals? Show me/tell me/write your answer.*

Task 4

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a show card (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 *Look at the sum. What is 2 take away 1? Show me/tell me/circle your answer.*
- Item 2 *Look at the sum. What is 3 take away 1? Show me/tell me/circle your answer.*
- Item 3 *What is 5 take away 2? Show me/tell me/circle your answer.*
- Item 4 *What is 4 take away 3? Show me/tell me/circle your answer.*

Task 5

This task can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 *Look at the picture. Show me the person who is first in the queue.*
- Item 2 *Show me the person who is second in the queue.*

Task 6

This task can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma. If you wish to make the task more practical, you can make the sign cards resource into separate cards which can be placed on a flat surface for the learner to select.

- Item 1 *Look at the signs. Which sign means add? Show me the sign for add.*
- Item 2 *Look at the signs. Which sign means equals? Show me the sign for equals.*
- Item 3 *Look at the signs. Which sign means take away? Show me the sign for take away.*
- Item 4 *Look at this picture. You want to add the sweets together. Which sign would you use for adding? Show me.*
- Item 5 *Look at this picture. You add the sweets. There are three altogether. Which sign shows you the total?*

Task 7

For this task, it is suggested that you use the picture calendar as a showcard with the days of the week resource cards cut up into separate cards. Owing to wear and tear, it would be better to get the resource laminated. Show the learner the main picture card with the names of the days cards on the surface alongside. As you ask the questions, the learner can select the appropriate card. Alternatively, s/he may wish to read the answer aloud.

Record the learner's answers on the relevant pro forma.

Suggested tutor script

- Item 1 *Look at what these people did last week. What day did they go to college?*
- Item 2 *Look at what these people did last week. What day did they go to the cinema?*
- Item 3 *What day did they go shopping?*
- Item 4 *What day did the woman go to the dentist?*
- Item 5 *Look at what these people did last week. What day did they play football?*
- Item 6 *What day did they go to the club?*

Task 8

This task assesses understanding of times of the day. As activities which have associations with morning, afternoon and night are personal to the learner, it is suggested that you use something personal to them, for instance a personal timetable, to ask questions related to the time of the day. Use the times of day cards in the Milestone 8 Task Book to make a resource for the task.

Record the learner's answers on the relevant pro forma.

Suggested tutor script

- Item 1* *Look at the cards. What part of the day is it when you have your breakfast (or activity associated with morning)? Show me the word.*
- Item 2* *What part of the day is it when you go (name an activity that is part of the learner's routine and takes place in the afternoon, e.g. swimming). Show me the word.*
- Item 3* *Look at the words. What part of the day is it when you go to sleep (or activity associated with night time)? Show me the word.*

Task 9

It is suggested that you use the resource for Task 9 as a showcard. It would be preferable to have this laminated. Alternatively, it would be better to use real coins for this assessment and you would need to put a 2p, 5p, 10p and 20p in a line on a surface in front of the learner. Use the relevant pro forma to record learner responses.

Suggested tutor script

- Item 1* *Look at the coins. Show me the 5p.*
- Item 2* *Look at the coins. Show me the 10p.*
- Item 3* *Look at the coins. Show me the 2p.*
- Item 4* *Look at the coins. Show me the 20p.*

Task 10

It is suggested that you use the resource for Task 10 as a showcard. It would be preferable to have this laminated. Use the relevant pro forma to record learner responses.

Suggested tutor script

- Item 1* *Look at the shapes. Show me the triangle.*
- Item 2* *Look at the shapes. Show me the circle.*
- Item 3* *Look at the shapes. Show me the square.*
- Item 4* *Look at the shapes. Show me the rectangle.*

Task 11

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* Look at the picture. Which of the shapes alongside is the same shape? Show me/tick your answer.
- Item 2* Look at the picture. Which of the shapes alongside is the same shape? Show me/tick your answer.
- Item 3* Look at the picture. Which of the shapes alongside is the same shape? Show me/tick your answer.
- Item 4* Look at the picture. Which of the shapes alongside is the same shape? Show me/tick your answer.

Task 12

It is suggested that you use the resource for Task 12 as a showcard. It would be preferable to have this laminated. Alternatively, you can use a real computer keyboard and web page example for this assessment task. Use the relevant pro forma to record learner responses.

Suggested tutor script

- Item 1* Look at the computer keys. Show me the key that moves work up. (You can stress the word 'up'.)
- Item 2* Show me the key that moves work down. (You can stress the word 'down'.)
- Item 3* Look at this web page. Show me the arrow that takes you back a page. (You can stress the word 'back'.)
- Item 4* Show me the arrow that takes you a page forward. (You can stress the word 'forward'.)

Task 13

It is suggested that you use the resource for Task 13 as a showcard. It would be preferable to have this laminated. Use the relevant pro forma to record learner responses.

Suggested tutor script

- Item 1* Look at the picture of the garage. The sign is above the people. Show me the sign above the people. (You can stress the word 'above'.)
- Item 2* A person is below the car. Show me the person below the car. (You can stress the word 'below'.)
- Item 3* A pet is inside the car. Show me the pet inside the car. (You can stress the word 'inside'.)
- Item 4* A person is at the back of the car. Show me the person at the back of the car. (You can stress the word 'back'.)

Task 14

This task requires the learner to write in the appropriate numbers on a photocopy of the task. If you are going to use this task with a learner who is not able to write, it would be preferable to use the ICT version with adaptive technology. Another way of supporting a learner who is not able to write on the paper, is to make small laminated number cards up to five, which can be placed on the task sheet by the learner.

Suggested tutor script

You have made your shopping list for today. Number the things you are going to buy. Start with the number 'one' at the top. Write the numbers in the boxes.

Task 15

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the coins. You want to sort the 2p pieces. Show me/tick all the 2p pieces.*
- Item 2 Look at these things. Show me/tick all the things that are the same shape as a circle.*
- Item 3 Look at these. Some of these things are the same colour, pink. Show me/tick all the pink things.*

Task 16

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. Alternatively, you can assemble the coins for each question using a set of real coins of the denominations shown in the items. Answers can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the coins. You want to sort them into piles of the same coin. Flick out/tick all the 5p pieces, the 5p pieces.*
- Item 2 Look at the coins. You want to put them into piles of the same coin. Flick out/tick all the 20p pieces, the 20p pieces.*
- Item 3 You want to sort out all the silver coins. Flick out/tick all the silver coins.*
- Item 4 You want to sort out all the green things. Flick out/tick all the green things.*

Task 17

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. Record the learner's answers on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the pictures. One of these things is a different shape from the others. Show me/tick the one that is different.*
- Item 2 Look at the pictures. One of these things is a different shape from the others. Show me/tick the one that is different.*
- Item 3 Look at the doors. One of them is a different size to the others. Show me/tick the one that is different.*
- Item 4 Look at the presents. One of them is bigger than the others. Show me/tick the one that is bigger.*

Task 18

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

You may also want to use individual number cards laid out as the numbers are in the items, in case the learner prefers to see and point to a larger print card.

Suggested tutor script

- Item 1 These children each want a drink. How many glasses do they need? Show me/circle the answer.*
- Item 2 You have bought two new CDs. You take one back to the shop. How many are left? Show me/circle the answer.*
- Item 3 You have two fish in your tank and you buy one more. How many fish are there altogether? Show me/circle the answer.*
- Item 4 You have three packets of crisps but you need five. How many more packets do you need to make five? Show me/circle the answer.*
- Item 5 You have two letters and two parcels to send in the post. Each of them needs one stamp. How many stamps do you need altogether? Show me/circle the answer.*
- Item 6 You are out with five friends. One of them goes home. How many friends are left? Show me/circle the answer.*

Milestone 8

Task 1

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the people. Count the people in the group. Show me/tell me/circle your answer.*
- Item 2 Look at the bottles. How many bottles of drink are there on the shelf? Show me/tell me/circle your answer.*
- Item 3 Look at the presents. How many presents has Jaz been given? Show me/tell me/circle your answer.*
- Item 4 Look at the shopping basket. How many things are in the basket? Show me/tell me/circle your answer.*
- Item 5 Look at the bikes. How many bikes are in the rack? Show me/tell me/circle your answer.*
- Item 6 Look at the clothes. How many things are on the line? Show me/tell me/circle your answer.*

Task 2

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the two sets of sweets. One set has three sweets and the other has two. Show me/tick the set that has more sweets in it.*
- Item 2 These children are ready to play football. One team has four children and the other has five. Show me/tick the group that has more children in the team.*
- Item 3 Look at these bunches of flowers. One has three flowers and the other has five. Show me/tick the bunch with less flowers in it.*
- Item 4 Look at both bike racks. The first rack has two bikes in it and the other has four. Show me/tick the rack with less bikes.*

Task 3

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *You are using your cash card to get some money. You need to enter your PIN number. The first number is six. Show me/circle the number six.*
- Item 2* *The second number is three. Show me/circle the number three.*
- Item 3* *The third number is eight. Show me/circle the number eight.*
- Item 4* *The fourth number is four. Show me/circle the number four.*

Task 4

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Remember that if the learner prefers to write using ICT, then the ICT version of this task might be more appropriate.

Suggested tutor script

- Item 1* *Look at the sum. What is one and two? Write/tell me your answer.*
- Item 2* *Look at the sum. What is two and three? Write/tell me your answer.*
- Item 3* *Look at the sum. What is one and three? Write/tell me your answer.*
- Item 4* *What is four and one? Write/tell me your answer.*
- Item 5* *What is two and two? Write/tell me your answer.*
- Item 6* *What is two and three? Write/tell me your answer.*
- Item 7* *What is five and one? Show me/tell me/circle the answer.*
- Item 8* *What is seven and three? Show me/tell me/circle the answer.*
- Item 9* *What is six and three? Show me/tell me/circle the answer.*
- Item 10* *What is four and three? Show me/tell me/circle the answer.*

Task 5

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Remember that if the learner prefers to write using ICT, then the ICT version of this task might be more appropriate.

Suggested tutor script

- Item 1 Look at the sum. What is three take away one? Write/tell me your answer.*
- Item 2 Look at the sum. What is four take away two? Write/tell me your answer.*
- Item 3 Look at the sum. What is five take away four? Write/tell me your answer.*
- Item 4 What is six take away three? Show me/tell me/circle your answer.*
- Item 5 What is eight take away two? Show me/tell me/circle your answer.*
- Item 6 What is ten take away six? Show me/tell me/circle your answer.*

Task 6

For this task you will need the two pictures used as showcards for the learner to indicate her/his answers. Remember that if the learner prefers to respond using adaptive technology, then the ICT version of this task may be more suitable.

Suggested tutor script

- Item 1 (Using picture 1) These people have just finished a race. Who came first? Show me the person who came first.*
- Item 2 (Using picture 1) Who came third? Show me the person who came third.*
- Item 3 (Using picture 1) Who came fifth? Show me the person who came fifth.*
- Item 4 (Using picture 2) These taxis are waiting for fares. Which one is second in the row? Show me the second car.*
- Item 5 (Using picture 2) Which taxi is fourth in the row? Show me the fourth car.*

Task 7

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner

can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *You are using the calculator to take six away from ten. Show me/circle the sign for 'take away'.*
- Item 2* *You are using the calculator to add five to three. Show me/circle the sign for 'add'.*
- Item 3* *You have put in the numbers for your sum. You want to press the sign to show the total. Show me/circle the sign that will do this.*

Task 8

For this task, it is suggested that you use the picture calendar as a showcard with the days of the week resource cards cut up into separate cards. Owing to wear and tear, it would be better to get the resource cards laminated. Show the learner the main picture card with the names of the days cards on the surface alongside. As you ask the questions, the learner can select the appropriate card. Alternatively, s/he may wish to read the answer aloud.

Record the learner's answers on the relevant pro forma.

Suggested tutor script

- Item 1* *This calendar shows what Jan did last week. What day did she go shopping? Show me/tell me your answer.*
- Item 2* *What day did she go bowling? (You can prompt the learner about the preferred method of response if needed.)*
- Item 3* *What day did she go to her ICT class?*
- Item 4* *What day did she meet her friends in the park?*

MSS1/M8.1b relates to times of the day. It is suggested that to assess this aspect of the milestone, you use the names of parts of the day cards and ask the learner questions relating to his/her personal routine to assess understanding.

Task 9

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *Look at the two clocks. Which clock is bigger? Show me/tick the bigger clock.*
- Item 2* *Look at the two computers. Which computer is smaller? Show me/tick the smaller computer.*
- Item 3* *Look at the two boxes. Which box is larger? Show me/tick the larger box.*

Task 10

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *Look at the two pieces of wallpaper. Which piece is longer than the other? Show me/tick the longer piece.*
- Item 2* *Look at the two children. Which child is shorter? Show me/tick the shorter child.*
- Item 3* *Look at the two children. Which child is taller than the other? Show me/tick the taller child.*

Task 11

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

You may prefer to assemble a group of coins as shown in the assessment task, so that the learner can select the denominations from real coins.

Suggested tutor script

- Item 1* *You want to put 50p in a vending machine. Show me/tick the 50p coin.*
- Item 2* *You want to buy a drink for £1. Show me/tick the £1 coin.*
- Item 3* *You want to put 20p in the parking meter. Show me/tick the 20p coin.*
- Item 4* *You want to buy a magazine for £2. Show me/tick the £2 coin.*

Task 12

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *Look at the shapes. Which one is a circle? Show me/tick the circle.*
- Item 2* *Look at the shapes. Which one is a square? Show me/tick the square.*
- Item 3* *Look at the shapes. Which one is a triangle? Show me/tick the triangle.*
- Item 4* *Look at the shapes. Which of them has straight sides? Show me/tick all the shapes with straight sides.*
- Item 5* *Look at the shapes. Which of them has curved sides? Show me/tick all the shapes with curved sides.*
- Item 6* *Look at the shapes. Which one of the circles is smaller than the other? Show me/tick the smaller circle.*

Task 13

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1* *Look at these things. Which of them has curved sides? Show me/tick all the things with curved sides.*
- Item 2* *Look at these things. Which of them has flat sides? Show me/tick all the things with flat sides.*
- Item 3* *Look at these things. Which of the boxes is larger? Show me/tick the larger box.*

Task 14

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Note: This assessment is about shape recognition. The learner can say the answers aloud if s/he is able to do so and prefers to do the task this way.

Suggested tutor script

- Item 1 You are planning to draw a house like this one. Which of these shapes would you use for this picture? Show me/tick the shapes.*
- Item 2 Look at this picture. You want to draw it. What shapes are the pyramid and the sun? (You can point to them as you say their names.) Show me/tick the shapes.*
- Item 3 Look at this pattern. What shapes are in this pattern? Show me/tick all the shapes.*
- Item 4 Look at this flag. What shapes are in the pattern on the flag? Show me/tick all the shapes.*

Task 15

It is suggested that you use the resource for Task 15 as a showcard. It would be preferable to have this laminated. Use the relevant pro forma to record learner responses.

Remember that if the learner would prefer to use adaptive technology for this task, then you should use the ICT version.

Suggested tutor script

- Item 1 Look at this picture. One sign is above the people. Show me the sign above the people.*
- Item 2 Look at the picture. A man is inside the shop. Show me the man inside the shop.*
- Item 3 There is a cover over the baby. Show me the cover over the baby.*
- Item 4 One pet is in the shop. Show me the pet in the shop.*
- Item 5 One man is behind the pram. Show me the man behind the pram.*
- Item 6 One pet is outside the shop. Show me the pet outside the shop.*

Task 16

It is suggested that you use the resource for Task 16 as a showcard. It would be preferable to have this laminated. Use the relevant pro forma to record learner responses.

Remember that if the learner would prefer to use adaptive technology for this task, then you should use the ICT version.

Suggested tutor script

- Item 1 Look at the picture. One person is on the right. Show me the person on the right.*
- Item 2 One person is coming down the stairs (escalator). Show me the person coming down the stairs (escalator).*
- Item 3 One person is looking backwards. Show me the person who is looking backwards.*
- Item 4 One person is going up the stairs (escalator). Show me the person going up the stairs (escalator).*
- Item 5 One person is on the left. Show me the person on the left.*
- Item 6 One person is looking forwards. Show me the person who is looking forwards.*

Task 17

For this task you will need a photocopy of Task 17 for the learner to enter her/his answers. If the learner prefers to use ICT rather than writing, use the ICT version of this task.

Suggested tutor script

- Item 1 This is your party invitation list. There are some numbers missing on the list. Write the missing numbers in the boxes.*
- Item 2 You are going shopping. You have a list of things you want to buy. You have used letters to write them in order. Write the missing letters in the boxes.*

Task 18

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 You have to sort out the loaves for today. The colour tag for today is green. Flick out/tick all the loaves with a green tag.*
- Item 2 You are sorting out the bottles of drink for lunch. You need all the 2 litre bottles. Flick out/tick all the 2 litre bottles.*
- Item 3 These children want to go on the ride at the fair. They have to be taller than the arrow on the sign to go on the ride. Show me/tick which children are tall enough for the ride.*
- Item 4 Look at the health and safety signs. Which signs are shaped like a circle? Show me/tick all the signs shaped like a circle.*
- Item 5 Look at the health and safety signs. Which signs are blue? Show me/tick all the blue signs.*

Task 19

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 These people want to sit down to eat their dinner. Are there enough chairs for them all? Tell me/tick yes or no.*
- Item 2 There are four people and only two chairs. How many more chairs will they need? Show me/circle your answer.*
- Item 3 These people need a ticket each for the train. How many tickets are needed altogether? Show me/circle your answer.*
- Item 4 These children take one bar of chocolate each. How many bars are left over? Show me/circle your answer.*
- Item 5 All these pets need a collar. How many collars are needed altogether? Show me/circle your answer.*

Pre-entry section

Pre-entry assessment

The Pre-entry assessment materials are designed to be used as guidance cards which can be used from this pack or made into separate cards. There is a card for each set of milestone indicators. The guidance suggests activities which can be used for diagnostic assessment and, where appropriate, a suggested resource or task.

Recording the assessment

Use the recording sheets to keep an overall record of assessment for the learner.

The individual task record pro forma allows teacher and learner to identify a discrete task or naturally occurring activity which either person may wish to record as an assessment opportunity. Remember that the learner may wish to use a variety of multimedia formats to capture assessment information that s/he can present at review.

Assessment feedback

If the teacher uses a discrete task, the diagnostic feedback will be given at three levels – ‘Emerging’, ‘Consolidating’ and ‘Established’. It is useful to use these three profiles when making observational assessments. Generally, the three profile bands are described as follows.

- Emerging (eM): The learner has skills which are at the emerging stage of the milestone indicator. The learner will be working at the very early stages of the indicator descriptions.
- Consolidating (C): The learner is demonstrating some skills within the milestone indicator description and examples but has identified some areas which s/he wishes to strengthen.
- Established (E): The learner is demonstrating secure skills within the milestone indicator descriptions. S/he may wish to extend her/his skills within a wider range of contexts or develop skills at a different level.

What are the purposes of effective assessment?

- Motivates individual learners and values their achievements
- Helps to establish what each learner knows, understands and can do
- Helps to provide feedback which involves the learner in her/his own learning
- Helps to identify individual strengths and areas for development
- Helps to inform the planning of the next step in learning
- Supports the setting of clear, individual targets
- Supports the tutor and learner in the monitoring progress

The following text has been taken from the *Adult pre-entry curriculum framework for Literacy and Numeracy*, DfES 2002.

Assessment

Why assess?

Assessment means collecting information in order to make decisions. Assessment should provide the information required to build and maintain a profile of the learner. This will enable teachers and trainers to establish and review both the learner's requirements and the learning opportunities that can be provided for them. It will also provide feedback to the learner on her/his progress.

Assessment is therefore an integral part of the planning and implementation of teaching and learning within the curriculum framework.

In principle, the purpose of assessing adults with learning difficulties is no different from that of assessing other learners. However, the techniques used and the tasks set may need to be adapted to suit individual learners.

When to assess?

- Initially: To build a learner's profile and identify and agree with the learner the starting points for teaching and learning
- As part of an ongoing process: Integral to teaching and learning, in which teachers and trainers assess a learner's progress and encourage learners to recognise, judge and value their own progress
- At key points: Such as at the end of a particular phase, module or learning programme, to establish the 'distance' the individual has travelled in her/his learning, the effectiveness of the learning, and to inform the planning of next steps.

What can contribute to effective assessment?

Building on previous assessments and existing information

Previous assessments and records can be a valuable starting point. Since 1982, learners identified as having learning difficulties and/or disabilities while at school will already have been assessed by the education service. There may also be other assessments from health and social services. Recent school leavers will have Individual Transition Plans and National Records of Achievement or Progress Files, which convey personal achievements and interests as well as medium- and long-term goals and aspirations.

Being aware of personal and environmental factors

Each learner will have individual characteristics, experiences and abilities. The extent to which an individual is able to demonstrate that s/he has achieved a learning outcome (as described in an indicator) will depend to some extent on external factors such as:

- distractions, such as noise or light
- the degree of familiarity with the environment or the equipment that is used

- the general emotional climate in which the assessment takes place (this may be affected by past experiences or factors in the learner's personal life such as feelings the learner may have about being assessed, or the learner's capacity or willingness to communicate that they are feeling uncomfortable or enjoying the process, etc.)
- the learner's relationship with the teachers and trainers involved
- how a particular activity or task is presented.

Promoting the learner's active involvement

Assessment should always help learners to:

- express what they want to learn and perhaps how they prefer to learn
- share their interests and aspirations
- communicate how they feel they are doing
- recognise and acknowledge their own achievements.

Focusing on what a learner can do

Tasks and tests used for assessments should start from the earliest milestones and progress towards more complex tasks. This will help to focus the assessment, positively, on what a learner can do.

Assessment outcomes are likely to show that most learners are working at different milestones in different curriculum elements and, possibly, that they are working at different milestones across different sub-elements.

Using a variety of approaches

The approaches used could include observations, structured tasks and tests, discussions and interviews, but should focus on the kinds of practical activity that a learner encounters in daily life. The methods to be used should be chosen in recognition and respect of the learner's age, interests, prior achievements, experiences and views.

Pooling or sharing information

Everyone who has regular contact with the learner – support workers, other teachers and trainers involved in planning and delivery, and parents or carers – can usefully contribute to assessment.

Information can be shared through course team meetings, learner-centred planning reviews, informal exchanges, and written records of the learner's achievements and progress. However, consent of the learner and confidentiality are key issues, and must be given close attention.

How do teachers and trainers carry out initial assessments?

To help plan an appropriate programme with a new learner, teachers and trainers will need to begin by finding out as much as possible about the learner. This can take from a few weeks to several months, depending on the organisation's policy on assessment and the complexity of the learner's needs. Part of the initial assessment will determine which learning outcomes (i.e. indicators) the learner is currently achieving in literacy and numeracy, and will draw information from previous records of the learner's achievement.

Throughout this period, teachers and trainers will be aiming to identify and understand the learner's:

- personal interests, emotional state and aspirations
- current capabilities, as demonstrated by the indicators, in order to determine future priorities and medium-term targets
- support needs, including how much support s/he needs to undertake and complete tasks, as well as specific needs in terms of equipment or resources
- preferred learning environments (e.g. a quiet or a more bustling atmosphere, whether s/he likes to work individually, one-to-one, or in a group) and everyday contexts that will motivate the learner
- particular approaches to learning, e.g. the learner's preferred means of communication, the kind of prompts s/he prefers (spoken, visual, physical), and how s/he prefers to receive feedback.

This information will form the basis of a profile. Below are a range of different methods that teachers and trainers will need to combine to build a profile of the learner and her/his learning needs.

Curriculum-based tasks

Teachers and trainers can set a learner a series of pre-determined tasks selected from across the range of sample learning activities in the curriculum framework and/or from those that they have devised themselves.

Using detailed observation and discussion, teachers and trainers can find out more about a learner's general approach to learning. They can also work with the learner to identify the learning outcomes (i.e. indicators) that s/he is currently achieving and plan the next steps.

By observing the way in which a learner approaches a particular task and interacting with them, teachers and trainers can find out:

- whether the learner understands what s/he is being asked to do
- whether the learner can explain why s/he used a particular approach
- what the learner can do without support
- what kinds of prompts the learner requires
- how long the learner can concentrate on a given task or activity
- whether the learner can complete a similar task in more than one context, e.g. framing a question to ask for help in a work setting as well as in the learning or training centre
- how the learner responds to different types of question, e.g. *What would happen if...? Can you think of a way of...?*

One-to-one and group discussions

Discussions provide opportunities for discovering the learner's interests and preferences as well as assessing communication and literacy skills and how the learner functions in a group.

For example, the use of eye contact and Objects Of Reference (OORs) – such as signs and symbols, drawings, personal possessions or photographs of familiar people – can be aids to stimulating and maintaining discussion. They can also present opportunities for observing the learner's participation in terms of turn-taking and cooperation.

Using a learner's National Record of Achievement or Progress File (whether on paper, disc or audio/video tape) can also help the learner make links to other parts of their life and encourage them to think, in discussions, about their interests and aspirations.

Observation

As well as observing an individual's responses to specific tasks, it is also helpful to observe a learner in other activities – such as using the canteen, making social arrangements, or going to the local shops – to see how the learner applies skills in different contexts.

Careful observation can test any assumptions that may have been made about a person's learning preferences and the learning outcomes (i.e. indicators) s/he is working to achieve. Taking time to observe learners will be particularly important for those who rely on non-verbal means of communication.

It is important that teachers and trainers identify beforehand what they want to find out.

The things teachers and trainers might look for include:

- how long a learner can concentrate on different tasks
- which staff and peers a learner apparently prefers to work with
- how a learner responds to light, sounds, touch, taste, room temperature, etc.
- how a learner responds to the proximity of others
- which methods of communication are used and which method(s) the learner appears to prefer
- whether a learner performs differently in literacy and numeracy at different times of the day or week, or in different sessions.

Effective observation can be helped by:

- targeting specific learners for observation – not trying to do too much at once!
- specifying times for observation of the learner at work
- giving responsibility for observation and record keeping to named members of staff at designated times – support staff could be trained to carry out the observations so that the time of teachers and trainers is freed up
- involving learners in the assessment and recording process – learners can review their own progress and that of others.

Working like this means that the assessment process becomes an integral part of the processes of teaching and learning for all learners.



Encounter experiences

Contexts for number

CNe/M1a

Indicators

1. Encounter activities and experiences; while they are present, they may be:

- passive
- resistant
- responsive

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing likes, dislikes

Encouraging learner vocalisation, smiling and expressions of feeling

Encouraging learner awareness of objects and people

Observation and encouragement of visual tracking by the learner

Observation of and encouragement to turn head towards the person or sound by the learner

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Respond with reflex

Contexts for number

CNr/M 1a

Indicators

1. Give reflex responses, for example
 - too cold
 - too hot
 - being startled
 - being in pain
 - being happy
2. Participation is fully prompted

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing likes, dislikes

Encouraging learner vocalisation, smiling and expressions of feeling

Encouraging learner awareness of objects and people

Observation and encouragement of visual tracking of people or objects by the learner

Observation of and encouragement to turn head towards the person or sound by the learner

Observation and encouragement for the learner to react to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O’Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage with objects and environments

Contexts for number

CNoe/M1b

Indicators

1. Show emerging awareness of
 - a. activities
 - b. experiences
 - c. people
2. Focus attention briefly on
 - a. people
 - b. events
 - c. objectssuch as by grasping objects briefly when these are placed in their hand or lap
3. With some inconsistencies, give intermittent interpersonal responses such as being surprised at the sudden presence or absence of an event or object

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses such as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing like, dislike

Encouraging learner vocalisation, smiling and expressions of feeling

Learner showing awareness of objects and people

Observation and encouragement of visual tracking of people or objects by the learner

Learner turning head towards the person or sound

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O'Kane, J and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage with objects and environments

Contexts for number

CNoe/M2a

Indicators

1. With some inconsistencies, respond to
 - a. familiar people
 - b. familiar events
 - c. familiar objects
2. With some inconsistencies, show interest in
 - a. people
 - b. events
 - c. objects
3. Accept and engage in explorations such as by tracking objects briefly across their field of awareness
4. Perform actions which demonstrate responses to
 - a. people
 - b. events
 - c. objects
5. React to new activities and experiences, for example by purposefully
 - withholding their attention fromor
 - committing their attention to an
 - a. activity
 - b. experience
 - c. object

Assessment activities

Use familiar events and routines for assessment opportunities. For Indicators 3 to 5 explore a range of new experiences for the learner such as visits to shops, leisure centres, theme parks. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and familiar people
- Communicates about new or changing aspects of the environment

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing like, dislike

Learner showing awareness of objects, people and events

Observation and encouragement of visual tracking of people or objects by the learner

Learner turning head towards the person, sound, activity or object

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions

Learner starting to use a variety of vocalisations and gestures

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage with objects and environments

Contexts for number

CNoe/M2b

Indicators

1. Show intermittent, proactive interactions with
 - a. people
 - b. events
 - c. objects
2. Co-operate with full support
 - a. in supported participation
 - b. with shared explorations including
 - i. focusing their attention, when prompted, on sensory aspects of activities
 - ii. interacting with familiar people and/or equipment
 - iii. imitating actions with/of a familiar person
3. Recognise familiar
 - a. people
 - b. events
 - c. objectssuch as when vocalising or gesturing to indicate their own bag when offered a selection
4. Communicate consistent preferences and affective responses
5. Remember learned responses over short periods of time such as when repeating an action with a familiar piece of equipment

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, visits to shops, leisure centres, theme parks. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and familiar people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions to communicate recognition

Learner showing variety of vocalisations and gestures to communicate recognition, preference or co-operation

Learner making increasingly deliberate movements

Learner determining a communication of choice to show preference

Learner using eye or finger pointing to show preference

Learner remembers learned responses over short periods of time

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage with objects and environments

Contexts for number

CNoe/M3a

Indicators

1. Intentionally and intermittently, indicate the wish to communicate, for example through
 - eye contact
 - facial expression
 - gesture
 - vocalisation
2. Request events or activities such as by pointing to objects of interest
3. Participate in shared activities with less support and sustain concentration for short periods
4. Explore materials in more varied ways such as the sound made by knocking objects together
5. Observe the results of their own actions with interest such as the sound made by dropping objects on to different surfaces
6. Remember learned responses over longer periods such as how to activate a 'switch' by pressing a button

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, group work, using new materials and activities which involve pictures, film, music, artwork, images and sounds. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner indicating the wish to communicate through vocalisations, facial expressions, gestures and eye contact

Learner showing variety of vocalisations, gestures and facial expressions

Learner making increasingly deliberate movements

Learner determining a communication of choice

Learner showing anticipation of routines

Learner using eye or finger pointing to request event or activity

Learner reaching for objects

Learner showing awareness of a variety of materials, e.g. paint, soapy water, foam

Learner manipulating objects

Learner repeating words

Learner developing a vocabulary of single words

Learner vocalising and gesturing together with other people

Learner remembers learned responses over long periods

Relevant reading:

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage with objects and environments

Contexts for number

CcNoe/M3b

Indicators

1. Initiate communication and indicate that they expect the other person to respond
2. Increasingly use conventional
 - gestures
 - symbols
 - signs
 - wordsto
 - a. convey meaning
 - b. respond to requests
3. Increasingly use conventional
 - gestures
 - symbols
 - signs
 - wordsto
 - a. make requests
 - b. indicate a choice or preferencesuch as by requesting an item of equipment for a purpose
4. Actively explore objects and events for more extended periods such as by putting objects into piles
5. Anticipate known events which follow a regular sequence such as by collecting belongings at the end of a session or day

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, group work, using new materials and activities which involve pictures, film, music, artwork, images and sounds. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the levels overleaf to describe the learner's level of communication.

Levels of communicative functioning

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner making increasingly deliberate movements to initiate communication

Learner determining a communication of choice using conventional gestures, symbols, signs or words

Learner showing anticipation of routines or known events

Learner showing greater interest in routines and /or objects

Learner showing awareness of turn taking

Learner using eye or finger pointing to make requests or indicate choice

Learner using increasingly deliberate movements to indicate choice

Learner reaching for objects

Learner manipulating objects for extended periods

Learner repeating words, gestures, signs

Learner developing a vocabulary of single words, gestures, symbols and signs to make requests or indicate choice/preference

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Whole numbers

Number

N1/M4

Indicators

1. Show an interest in counting
2. Show an interest in number activities
3. Show an awareness of the concept of *more*

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, rhythm and music sessions or care and team reviews.

Resources

Indicators 1 and 2

Any activity where objects are being counted, for instance the number of people wanting a drink, equipment for a sport session or leisure activity or joining in with familiar number rhymes or songs and games which contain a reference to number. You may be counting items when shopping, laying the table or using counting in games like dominoes. Number activities can include using telephones, keyboards and calculators.

Indicator 3

Any activity or communication where the learner can demonstrate an understanding of the concept of *more*. This may be part of a meal routine or during a counting activity, e.g. *We have two people and one cup. Do we need any more cups?*

Significant responses

Learner applies understanding to different songs and rhymes

Learner anticipates the number at the correct time in the rhyme or song

Learner shows an interest in counting

Learner shows an understanding of the concept of *more*

Learner shows an interest in number activities

Suggested next steps

To work towards active involvement in counting

To apply understanding to different number activities

To respond to key vocabulary, e.g. *more than*



Common measures

Measures, shape and space

MSS1/M4

Indicators

1. Demonstrate an interest in the size of objects in a collection

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, cooking sessions, leisure activities and outings.

Resources

Indicator 1

To undertake a discrete assessment, collect together a group of similar objects of interest to the learner. This could be a collection of food tins or bottles after a shopping activity or during a cooking session. Use the opportunity to talk about the items with the learner using simple descriptive terms, e.g. *'One of the bottles is very big. Can you show me the big bottle?'*

Significant responses

Learner demonstrates an interest in the size of objects

Learner begins to compare the overall size of one object to another where the difference is marked

Learner finds big objects on request

Suggested next steps

To demonstrate an interest in the position and relationship between objects

To begin to compare relative heights and lengths



Shape and space

Measures, shape and space

MSS2/M4

Indicators

1. Demonstrate an awareness of object permanence such as by intentionally searching for objects which have gone out of sight, hearing or touch
2. Demonstrate an interest in position and the relationship between objects such as by joining in with stacking objects on top of each other

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, cooking sessions, leisure activities and outings.

Resources

Indicators 1 and 2

To undertake a discrete assessment, gather together a set of objects of interest to the learner and with which s/he is familiar. However, it is more likely that the assessment opportunities will occur as part of regular routines or educational sessions.

Significant responses

Learner begins to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence

Learner demonstrates an interest in position and the relationship between objects such as by joining in with stacking objects on top of each other

Suggested next steps

To begin to join shapes horizontally and vertically

To demonstrate an interest in the position and relationship between objects

To begin to compare relative heights and lengths

To begin to demonstrate an awareness of object permanence



Data

Handling data

HD1/M4

Indicators

1. Anticipate, follow and join in familiar activities when given contextual cues
2. Demonstrate awareness of cause and effect in familiar activities such as by hitting a mathematical shape on the concept keyboard to make it appear on the screen
3. Demonstrate an awareness of changes in
 - a. shape
 - b. size
 - c. quantity
 - d. position

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, cooking sessions, leisure activities and outings.

Resources

You may wish to use some of the suggestions in the Pre-entry Curriculum Framework to provide the opportunity for assessment.

Indicator 1

Provide familiar structures for the learner to anticipate events, understand the options available and enable her/him to follow and join in with activities. For instance, following a usual routine upon waking, getting up, washing, having breakfast.

Indicator 2

Assess the learner's understanding of cause and effect through a task that the learner finds most interesting. This may be striking a drum to make music, turning on/off a light, using a vending machine, setting an alarm clock, or using a microwave. You may wish to prepare a grid overlay of mathematical shapes or other objects in programmes such as *Gridmaker* for use with a concept keyboard.

Indicator 3

The Pre-entry Curriculum Framework provides a number of activities which could provide assessment opportunities for *a* to *d*.

Significant responses

Learner anticipates results of other's actions

Learner anticipates and follows regular routine

Learner anticipates, follows and joins in regular routine

Learner is aware of cause and effect

Learner deliberately generates action to cause effect

Learner is showing awareness of changes in shape, size, quantity and position of people and objects

Suggested next steps

To understand that one action can cause another

To have an awareness of cause and effect

To deliberately generate an action to cause effect

To anticipate results of other's actions

To anticipate and follow regular routine

To anticipate, follow and join in regular routine

To show awareness of changes in shape, size, quantity and position of people and objects



Whole numbers

Number

N1/M5

Indicators

1. In familiar contexts, respond to and join in rote counting to three
2. With support, indicate an awareness of *one* and *two* such as responding to 'show one hand', 'show two hands'
3. Indicate an awareness of the differences between quantities, where the difference is marked such as *one*, *two* and *many*

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use opportunities for rote counting with the learner. This may be counting cups, knives, forks etc. for a meal, items of stationery, collecting items at the end of a session or seeing how many people want something.

Indicator 2

Use everyday opportunities to assess whether the learner is developing an awareness of *one* and *two*, such as when handing an object and asking whether the learner needs one or two. Other opportunities for observing an awareness of *one* and *two* include situations where things are being handed out, e.g. plates, cups, biscuits, paint brushes, musical instruments, pencils, etc.

Indicator 3

Use the learner's everyday environment to ask questions that will encourage her/him to distinguish between *one*, *two* and *many*. You could use a game of counting small objects on a flat surface which consist of sets of one, two and a larger group of roughly nine or ten, obviously a number which looks larger than the other two sets. Talk about the objects *one key*, *two pencils*, *many paper clips* to see if the learner is demonstrating an understanding of the terminology. You could also undertake this kind of activity with three learners, each with one of the sets of objects, e.g. *Mita has one pen*, *Nilo has two pens* and *Gina has many pens*. Rotate possession of the objects and ask, '*Who has two pens now?*' etc.

Significant responses

Learner joins in rote counting to three

Learner is showing an awareness of *one* and *two*

Learner is showing an awareness of the differences between quantities *one*, *two* and *many*

Suggested next steps

To rote count to three

To rote count to five

To indicate *one* and *two* with support

To indicate *one* and *two* independently

To indicate awareness of the difference between quantities of *one*, *two* and *many*



Common measures

Measures, shape and space

MSS1/M5

Indicators

1. Describe a single attribute of an object, including
 - a. size
 - b. length
 - c. weight
 on request, using simple vocabulary, including
 - i. big
 - ii. small
 - iii. long
 - iv. short

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

You could group together objects that the learner uses regularly such as a scarf, a paper or hair clip, a full two-litre bottle of drink. Talk about the objects in terms of their attributes of size, length and weight, e.g. *'The scarf is long.'* *'The clip is small.'* *'The bottle is heavy.'*

Use the environment to ask the learner to describe objects using simple vocabulary, e.g. *'Show me the big saucepan and now the small one'*, *'Where is the short jacket?'* *'Which is the long coat?'*

Significant responses

Learner is using simple vocabulary to describe objects including big, small, long and short

Suggested next steps

To order more than two objects according to size



Shape and space

Measures, shape and space

MSS2/M5

Indicators

1. Intentionally search for objects in their usual place
2. Investigate positions such as putting objects in and out of containers or lining them up

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about shape and space. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use opportunities where the learner is searching intentionally for objects in their usual places such as getting clothes from a wardrobe, cutlery for a meal, sports equipment for an activity.

Indicator 2

Use any activity which involves a number of objects where the learner can handle and manipulate them, e.g. setting the cutlery on a table, tidying personal possessions in the bathroom or own bedroom, arranging CDs, books or videos on a shelf or putting away new food purchases in a cupboard or fridge.

Significant responses

Learner is searching for object(s) in usual place

Learner is demonstrating interest in position and the relationship between objects

Learner is comparing relative lengths and heights

Suggested next steps

To manipulate objects, stacking them, lining them up, putting them in and taking them out of containers

To intentionally search for familiar objects in their usual places

To join in with activities involving movement

To join in with activities involving describing position, direction and movement

To investigate the position of objects



Data

Handling data

HD1/M5

Indicators

1. With some inconsistencies and support, group objects according to a single criterion, including by
 - a. size
 - b. shape
2. With some inconsistencies and support, make simple sets which are equivalent such as by stacking chairs into pairs or twos
3. With some inconsistencies and support, make simple sets which are corresponding such as by putting chairs into a set by their function or matching images to actual objects

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about data. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 5 Task 1 gives a suggestion of a discrete assessment activity, if you feel that this is appropriate for the learner. The activity can be used as a template for any variety of objects familiar to the learner. Use the task card in a room where there are a number of similar objects that the learner can find and group. Ask the learner to find similar objects by size and shape.

Indicator 2

Use a real life activity to ask the learner to group familiar objects in pairs. If you wish to undertake a discrete activity, collect a set of objects familiar to the learner and ask her/him to make simple sets, e.g. sorting out two table settings grouping the knives, spoons and forks.

Indicator 3

Use a real life activity to ask the learner to group familiar objects by function. If you wish to undertake a discrete activity, collect a set of objects familiar to the learner and ask her/him to select the objects by function, e.g. a cup and a mug, keys, magazines. Ask the learner to find the things you can drink from, use to unlock doors, look at stories.

Significant responses

Learner groups objects by a single criterion

Learner makes simple sets of up to two

Learner groups sets by function or matching images to objects

Suggested next steps

To group objects by a single criterion

To group objects into sets of up to two by matching

To group objects into sets of up to two by function

To group objects into simple sets by matching object to sign/symbol card



Whole numbers

Number

N1/M6

Indicators

1. Join in rote counting to five
2. Demonstrate an understanding of one-to-one correspondence in a range of contexts
3. Count
 - a. reliably up to three objects
 - b. with some inconsistencies, up to five objects
4. Recognise numerals
 - a. 1 to 3
 - b. with some inconsistencies, to 5

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use everyday opportunities to count objects and people such as the number of knives needed for lunch or the number of people who want a drink.

Indicator 2

Use everyday opportunities to undertake observational assessment of the learner's understanding of one-to-one correspondence for instance handing out objects to other people.

Indicator 3

Milestone 6 Task 1 gives a suggestion of a discrete assessment activity, if you feel that this is appropriate for the learner. The activity can be used as a template for any variety of objects familiar to the learner.

You could also use a flat surface to set out a small group of objects to five and ask the learner to count the objects and tell you how many there are. Vary the membership of the group and the collection of objects over three or four turns to establish counting reliably to three and with support, to five.

Indicator 4

You could also use the *number cards* from one to five. Place the cards on a flat surface and ask the learner to show you the numbers saying, 'Show me the number one'. If you feel that the learner needs support in this task, place the cards in order from one to three or five as appropriate. Ask the learner to identify the numbers in order too. If you feel that the learner is more confident in carrying out this task, keep the number cards in order, but select the numeral for identification randomly.

Significant responses

Learner joins in rote counting to five

Learner counts objects to three

Learner counts objects to five with some inconsistencies

Learner recognises and identifies numerals to three

Learner recognises numerals to five with some inconsistencies

Suggested next steps

To rote count to five

To count objects to three

To count objects to five with some inconsistencies

To recognise numerals to three

To recognise numerals to five with some inconsistencies



Common measures

Measures, shape and space

MSS1/M6

Indicators

1. With support, make direct statements about
 - a. size
 - b. length
 - c. weight
 - d. capacity
 of objects
2. Understand the concept of *more* and *fewer* when dealing with quantities of up to five objects
3. Understand that coins and notes have value

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use daily life activities to undertake observational assessment of this indicator. For instance, use shopping activities to talk about weight and capacity. Support learners in prompting discussions about objects they encounter and handle.

If you wish to undertake a discrete assessment of this indicator, assemble a group of objects, for instance, food cans, drink containers, boxes, rulers, pencils, etc. placed on a flat surface. Discuss the articles with the learner, supporting her/him in using language to describe them, e.g. *'This box is bigger than that one'*, *'This bottle holds more than that one.'*

If you wanted to use a picture prompt to discuss size and length, you could use one like that shown in Milestone 6 Task 2 to undertake a discrete assessment.

Milestone 6 Task 3 shows a suggested prompt resource to discuss capacity.

Indicator 2

This indicator can also be assessed observationally during everyday activities. Prompt the learner to discuss collections of articles in terms of *more* and *fewer* in daily interactions, e.g. 'Do we need more cups?'

If you wish to undertake a discrete assessment of this indicator, assemble a group of objects, for instance, food cans, drink containers, boxes, rulers, pencils, keys, packets, etc. placed on a flat surface. There should only be two groups of similar objects with no more than five in each group. Discuss the two groups of objects and support the learner in counting the objects and talking about which group has more and which has less. Vary the sets of objects and gradually withdraw the support to establish whether the learner is able to distinguish visually or by touch, which group has more and which group has less. You could also start to use groups of different objects, at first with some association with each other, e.g. forks and spoons, but then moving to markedly different groups.

You could also use Milestone 6 Task 4 or make your own version, as prompt materials for discussion.

Indicator 3

Use daily life activities to observe the learner's awareness and understanding of the concept of value. This can be in shopping activities or discussing adverts on the radio or television for instance.

If you wish to undertake a discrete assessment, gather together some coins and notes, along with stimulus materials, for instance adverts from magazines and catalogues showing small items of interest to the learner or use realia. Discuss how much the items cost and what you would use to pay for them. Some of the smaller items could be regularly purchased items costing less than 50p. Use the session to establish whether the learner has an appreciation of coins of lower denomination being used to purchase the smaller items and the notes or collections of notes being used to purchase more expensive items.

Significant responses

Learner communicates about/orders objects according to size

Learner communicates about/orders objects using different criteria, e.g. *longer/shorter, more/less*

Learner shows awareness that coins and notes have value

Suggested next steps

To make direct statements about size using preferred means of communication

To make direct statements about length using preferred means of communication

To make direct statements about weight using preferred means of communication

To make direct statements about capacity using preferred means of communication

To order two objects according to size/length/weight/capacity

To understand the concept of *more* and *fewer* when dealing with quantities of up to five objects

To show awareness/understanding that coins and notes have value



Shape and space

Measures, shape and space

MSS2/M6

Indicators

1. Search for objects not found in their usual place, demonstrating an understanding of object permanence
2. With some inconsistencies, demonstrate an increasing understanding that objects have names related to their shape or dimensions, using a simple descriptive vocabulary, including
 - a. square
 - b. circle
 - c. round
 - d. big
 - e. small
3. Demonstrate an understanding of simple
 - signs
 - words
 - symbols
 that describe position, including
 - a. on
 - b. in
 - c. out

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

You may wish to use some of the sample activities shown in the Pre-entry Curriculum Framework as an opportunity for an observational assessment. During regular activities, encourage learners to identify and look for objects that are not in their usual place.

You could also collect a set of images of familiar objects, either in photographs or digitally on screen, to prompt communication from the learner about places where the objects are usually found. This might be a recap on a visit or learning experience.

Indicator 2

If you wish to undertake a discrete assessment, you could collect together a set of objects such as a watch or clock (with a square or round face), round coins, a ball, round fruit and square objects such as stamps, books, dice, boxes. Make sure the collection is of varying sizes. Use these as prompt material for communication about the different shapes and sizes.

If you wish to make a picture resource for discussion, Milestone 6 Task 5 is a suggested format.

Indicator 3

Use regular activities to undertake an observational assessment of the learner's awareness and understanding of the position of objects such as setting out the table for lunch or when finding an object.

If you wish to undertake a discrete assessment of this indicator, you could collect a set of objects together on a flat surface, ensuring that some of the objects could be put on and in the others, and use this as a prompt activity to discuss the position of the objects using the learner's preferred means of communication, e.g. *'Where is the spoon?'* (when the spoon has been placed in the cup).

Milestone 6 Task 6 gives a sample of a pictorial prompt activity which could also be used to stimulate a discussion and ask the learner questions about position.

Significant responses

Learner shows awareness of the usual place of objects

Learner understands that object is not to be found in its usual place

Learner demonstrates increasing understanding of names related to shapes and/or dimensions

Learner demonstrates an understanding of simple words/signs/symbols that describe position

Suggested next steps

To increasingly show awareness of object permanence

To develop simple vocabulary used to describe familiar objects

To develop understanding of words/signs/symbols that describe position



Data

Handling data

HD1/M6

Indicators

1. Identify when an object is different in that it does not belong to a given category
2. With support, copy simple patterns, including those involving
 - a. numbers
 - b. shapes
 - c. symbols
 - d. signs
 - e. colours
3. With support, follow and repeat simple sequences of up to three steps, including those involving
 - a. numbers
 - b. shapes
 - c. symbols
 - d. signs
 - e. colours

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about data. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use daily life activities as opportunities for observational assessment, for instance, if an item has been put in the wrong drawer or storage box. At work, a learner might identify something that has been stored in the wrong place or objects that have been put back in the wrong place by customers.

If you wish to undertake a discrete assessment, you could use Milestone 6 Task 7 as a suggestion for an assessment activity using shape as the category. You could also collect together a group of familiar objects such as food items with a clock for instance, and discuss with the learner which one is different and why.

Indicator 2

Milestone 6 Task 8 is a suggested discrete assessment activity that could be used with the learner with support. Ask her/him to copy the number/shape/symbol/sign and select the appropriate colour for the shape.

Indicator 3

Use daily life activities as opportunities for observational assessment for instance, collecting together utensils for a recipe that has been set out in symbols, using the up/down arrows to manipulate screen pages, TV channels or computer games, using symbol-or sign-supported instructions to perform a task at home or work, e.g. making a hospital corner when making a bed, pricking out seedlings, using equipment or following a recipe.

Significant responses

Learner identifies when an object does not belong in a given category

Learner can copy/recreate simple patterns

Learner can follow and repeat simple sequences

Suggested next steps

To identify when an object does not belong to a given category

To copy/recreate patterns independently

To follow and repeat sequences independently



Whole numbers

Number

N1/M7

Indicators

1. Join in rote counting to 10
2. Count up to five
such as by making sets of five objects by counting them in
3. With some inconsistencies, identify and use numerals from 1 to 5
such as when using a large-face calculator or keyboard
4. Relate numbers to collections of objects
 - a. reliably to three
 - b. with some inconsistencies to five

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Use opportunities for observational assessment when learners are joining in rote counting of people and objects.

Indicators 2, 3 and 4

If you wish to undertake a discrete assessment, Milestone 7 Task 1 provides a suggested activity to undertake with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

For Indicator 2, you could also use any collection of objects, for instance coins, and ask the learner to count sets of five.

If you would like to make a practical assessment, see Milestone 7 Task 19 for a suggested template to make into cards which can be sorted and counted.

Indicator 3

Milestone 7 Task 2 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You could also support the learner using Milestone 7 Task 20 with a real calculator. If you use this task, you could also assess N1/M7.8.

Indicator 4

If you would like to make a practical assessment, see Milestone 7 Tasks 21 and 22 for suggested templates to make into cards that the learner can use to match numbers to groups of objects.

Significant responses

Learner can count reliably to five

Learner is estimating amounts accurately in small groups

Learner is relating number to groups of objects

Learner is beginning to identify and recognise numerals in different contexts

Learner recognises numerals from 1 to 5 and understands that each represents a constant number

Learner is beginning to use the vocabulary involved with adding and subtracting

Suggested next steps

To join in rote counting to 10

To count reliably up to five objects

To make marks to record the numbers that have been counted

To identify with some inconsistencies numerals from 1 to 5

To reliably recognise numerals from 1 to 5

To know the order of numbers from 1 to 5

To communicate number names to five in order

To relate numbers to collections of objects reliably to three and with some inconsistencies to five



Whole numbers

Number

N1/M7

Indicators

5. Add single-digit numbers
 - a. reliably to three
 - b. with support to five
6. Subtract single-digit numbers
 - a. reliably from numbers to three
 - b. with support to five
7. Use ordinals of *first* and *second* such as when describing the position of people in a queue
8. With some inconsistencies recognise
 - a. =
 - b. +
 - c. –
 and understand how they are applied

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 5

Milestone 7 Task 3 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 6

Milestone 7 Task 4 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 7

Milestone 7 Task 5 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 8

Milestone 7 Task 6 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You can also use the *operations sign* cards in conjunction with the *number* cards to create an activity where the learner can communicate the meaning of the signs and apply them practically to operations. You could also use the cards from Indicator 4 to vary the activity with pictures of small groups of objects.

Significant responses

Learner is beginning to use the vocabulary involved with adding and subtracting

Learner is beginning to/can count reliably to three and with support to five

Learner is beginning to/can subtract reliably from numbers to three and with support from five

Learner is using ordinal numbers of *first* and *second* to describe matters like position

Learner is starting to recognise and apply signs for numerical operations

Suggested next steps

To use language associated with combining and partitioning, e.g. *add, and, make, altogether, take away*

To add single-digit numbers reliably to three and with support to five

To subtract single-digit numbers reliably from numbers to three and with support to five

To use ordinal numbers of *first* and *second* to describe position

To begin to recognise and use operation signs $+$ $-$ $=$



Common measures

Measures, shape and space

MSS1/M7

Indicators

1. Recognise the names of days of the week
2. Recognise the names of significant times of the day
3. Identify, by testing, heavy and light items from a collection of 5 to 10 objects
4. Identify large and small items from a collection of 5 to 10 objects
5. Identify the capacity of containers in use, using a simple vocabulary including
 - a. *full, empty*
 and for example
 - *some in, some gone*
6. Understand the difference between measures of weight and measures of volume when using 3-D objects

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 7 Task 7 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You can use this task with the *days of the week* cards and ask the learner to match the correct name of the day from the cards as you ask the questions from the tutor script. Remember that if the learner would prefer to use sign or symbol cards, these can be made using a programme like *Gridmaker* with rebus symbols.

Indicator 2

Task 8 in the Milestone 7 Administration instructions suggests a task which can be undertaken using the *times of the day* cards to relate to events during the learner's regular routine. These events could be depicted by a symbol-supported timetable or pictures used to represent significant events. Remember that if the learner would prefer to use sign or symbol cards, these can be made using a programme like *Gridmaker* with rebus symbols.

Indicator 3

Use any practical opportunity to assess the learner's understanding of light and heavy items, for instance a cooking or shopping activity.

Indicator 4

You can use naturally occurring opportunities to undertake an observational assessment or, if you wish to do this discretely, gather together a selection of familiar objects with marked differences in size that the learner can manipulate if s/he wishes, for instance a small coin, a food packet, a key, a clock, etc. Ask the learner to point out the small and large items. If possible, the learner may wish to use comparative language to describe them, e.g. *bigger, smaller*.

Indicator 5

This assessment can be undertaken as part of any practical activity where containers are being used or it can be undertaken discretely. Use jugs, boxes, jars or bottles with liquid or objects to fill, half fill and empty containers. Discuss this with the learner asking her/him to show you the full jar, the empty bottle, the box with some in, or the jug with some gone.

Milestone 7 Task 23 is an example of a pictorial assessment resource that can be used to prompt discussion with the learner.

Indicator 6

This assessment can be undertaken as part of any practical activity where containers are being used or it can be undertaken discretely. Use jugs, boxes, jars or bottles to discuss the contents and establish whether the learner is showing an understanding of the difference between weight and capacity, e.g. a large box of cereal and a smaller bag of sugar, or filling two different sized containers with different substances and estimating which one will be heavier.

Significant responses

Learner is showing awareness of the names of days of the week

Learner is showing awareness of names of significant times of the day

Learner shows understanding of the concepts of heavy and light and begins to apply vocabulary

Learner shows understanding of small and large when applied to items and begins to apply vocabulary

Learner is showing awareness of capacity of containers and begins to apply appropriate descriptive vocabulary

Suggested next steps

To develop recognition of the names of days of the week by word/sign/symbol

To develop recognition of the names of times of the day by words/sign/symbol

To explore the properties of everyday objects

To make a direct comparison of two masses

To show an understanding of simple vocabulary when working with different capacities, e.g. *more than, less than*

To use familiar words to describe size, quantity and time



Common measures

Measures, shape and space

MSS1/M7

Indicators

7. Understand and use simple

- words
- signs
- symbols

that describe quantity, including

- a. *more*
- b. *less*

8. Recognise

- a. coins up to 20p
- b. notes up to £10.00

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 7

You can use naturally occurring opportunities to undertake an observational assessment or, if you wish to undertake a discrete assessment, Milestone 7 Task 24 is a suggested template to use with the learner. If the learner wishes to use signs or symbol cards for *less* and *more*, these can be made in programmes like *Gridmaker* with rebus symbols.

Indicator 8a

Milestone 7 Task 9 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the tutor instruction manual to administer the task and interpret the feedback.

Indicator 8a and b

Use a collection of real coins and notes to undertake a discrete assessment of this indicator or you could use naturally occurring opportunities to assess this skill.

Significant responses

Learner is showing awareness of the difference between measures of weight and volume

Learner is using simple words/signs/symbols to describe quantity

Learner is showing recognition of coins up to 20p

Learner is showing recognition of notes up to £10.00

Suggested next steps

To explore the properties of everyday objects

To use simple words/signs/symbols to describe quantity

To use *1 more* and *1 less* when finding 1 more and 1 less than 1 to 5 familiar objects

To use mathematical language such as *more/less*, *greater/smaller* to compare given numbers of objects

To recognise coins to 20p

To use coins in shopping for items to 20p

To sort coins and give them in change

To recognise and name notes to £10.00



Shape and space

Measures, shape and space

MSS2/M7

Indicators

1. With some inconsistencies, recognise and select 2-D shapes, using their named outline from a collection, including

a. circle	c. triangle
b. square	d. rectangle
2. Recognise and select 3-D shapes, using their familiar names, including

a. ball (for a sphere)	b. box (for a cube)
------------------------	---------------------
3. Demonstrate a developing understanding that 3-D shapes can be represented in 2-D formats
4. With some inconsistencies, understand direction of movement, including

a. forwards	c. up
b. backwards	d. down
5. With some inconsistencies, understand familiar

• words	• signs	• symbols
---------	---------	-----------

 which describe position, including

a. inside	c. above	e. front
b. outside	d. below	f. back

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 7 Task 10 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instruction and the Diagnostic feedback and ILP information.

You can also support this assessment with the set of *shape* cards. If it is more appropriate for the learner to use sign or symbol cards, these can be made in programmes such as *Gridmaker* with rebus symbols.

Indicator 2

Use a naturally occurring opportunity to handle or view spheres or cubes and discuss with the learner using familiar names like *ball* and *box*.

Indicator 3

Milestone 7 Task 11 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You can also use an activity as represented by Milestone 7 Task 25 to ask the learner to match shapes represented in 2-D formats to real objects. Make sure, of course, that the objects in the task pictures are available in the assessment area.

Indicator 4

Milestone 7 Task 12 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 5

Milestone 7 Task 13 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration Instructions. You can support this task using signs and symbols cards for the positional vocabulary using cards made in programmes like *Gridmaker* with signs or rebus symbols.

Significant responses

Learner can recognise and select shapes by name by outline shape

Learner can recognise 3-D shapes by familiar names

Learner shows awareness of 3-D shape recognition in 2-D format

Learner can pick out particular shapes and solids from a collection

Learner is showing understanding of the direction of movement

Learner recognises *forwards* and *backwards*, *up* and *down* directions

Learner is showing understanding of familiar positional vocabulary

Suggested next steps

To know and name 2-D shapes from their outline

To use familiar vocabulary to describe 2-D shapes and 3-D solids and their attributes

To show a greater awareness of 3-D solids represented in 2-D formats

To understand and use vocabulary associated with the direction of movement

To understand and use vocabulary associated with the position of objects

To recognise *forwards* and *backwards*, *up* and *down* directions



Data

Handling data

HD1/M7

Indicators

1. Create numerically ordered lists
 - a. of up to three items
 - b. with some inconsistencies, when working with up to five items
2. With some inconsistencies, group objects into sets, using a single given criterion when working with up to five objects including
 - a. size
 - b. shape
 - c. colour
3. Identify objects and materials by a given criterion when the difference is marked, including
 - a. size
 - b. shape
 - c. colour
4. Identify the odd one out in a familiar collection using a single given criterion, including
 - a. shape
 - b. size
 - c. quantity
5. Solve given problems including numbers
 - a. up to three
 - b. with support, up to five

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about data. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 7 Task 14 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 2

Milestone 7 Task 15 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 3

Milestone 7 Task 16 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 4

Milestone 7 Task 17 provides an opportunity to undertake a discrete assessment for 4a and 4b with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

For 4c you will need to use 3-D objects such as boxes, packets, jars and tins where the learner is offered two boxes containing identical contents but of differing quantity as the prompt for an assessment discussion.

Indicator 5

Milestone 7 Task 18 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

Learner can create numerically ordered lists to three and five items with support

Learner can sort objects into groups using size/shape/colour

Learner can identify objects and materials using a single given criterion

Learner can identify the odd one in a familiar collection using a single given criterion

Learner can solve problems involving numbers to three and to five with support

Suggested next steps

To create numerically ordered lists to three and five items with support

To create numerically ordered lists to three and five independently

To sort sets of objects using size/shape/colour

To identify objects and materials using a single given criterion

To identify the odd one in a familiar collection using a single given criterion

To solve problems involving numbers to three and to five with support

To solve problems involving numbers to three and to five independently

To develop appropriate language to discuss numeracy activities



Number

N1/M8

Whole numbers

Indicators

1. Join in rote counting to 10
2. Continue rote counting from a given small number
3. Count
 - a. reliably up to five
 - b. with some inconsistencies, up to 10 objects
4. Compare two given numbers of objects in groups of up to five communicating
 - a. which is more
 - b. which is less
5. When working with numerals from 0 to 10
 - a. know their value
 - b. recognise them
 - c. use them
 - d. with some inconsistencies, record them
6. Relate numbers to collections of objects
 - a. reliably to five
 - b. with support to 10

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicators 1 and 2

Use group or individual opportunities involving counting to undertake an observational assessment of the learner's ability to rote count to 10 and also to continue rote counting from a given small number below 10.

Indicator 3, 5a and 6a

Milestone 8 Task 1 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

The object cards from Milestone 8 Task 20 can also be used for a counting assessment or you can use sets of real objects.

Indicator 4

Milestone 8 Task 2 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Milestone 8 Tasks 21 and 22 give suggested pictorial, discrete task formats. The cards, showing groups of objects, can be used as a discussion prompt to communicate which group has *more* and which group has *less*. You can also use groups of familiar objects to prompt an assessment discussion.

Indicator 5

Milestone 8 Task 1 provides an opportunity to assess 5a in conjunction with Indicator 3.

Milestone 8 Task 3 provides an opportunity to undertake a discrete assessment of 5b and c with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 6

Milestone 8 Task 1 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Milestone 8 Task 20 gives a suggested pictorial, discrete task format which can be used to assess this indicator. You can also ask the learner to relate the *number* cards to groups of objects in the immediate environment.

Significant responses

Learner joins in rote counting to 10

Learner picks up and continues rote counting from a given small number

Learner counts reliably to five and with some inconsistencies to 10

Learner can compare two groups of objects up to five communicating which is more and which is less

Learner knows the value of numerals from 0 to 10

Learner can recognise numerals from 0 to 10

Learner can use numerals from 0 to 10

Learner can relate numbers to collections of objects reliably to five and with support to 10

Suggested next steps

To rote count to 10 and beyond

To count to five and 10

To find which is more and which is less in groups of objects up to five and use the words *more* and *less* appropriately

To recognise, use, know the value of and record numerals from 0 to 1

To relate number to groups of objects counting to five and 10

To record numerals to represent groups of objects to five and 10, with some inaccuracies

To recognise a small number of objects without counting

To identify and read number in different contexts



Whole numbers

Number

N1/M8

Indicators

7. Add single-digit numbers
 - a. reliably to five
 - b. with support, to 10
8. Subtract single-digit numbers
 - a. reliably from numbers to five
 - b. with support, from numbers to 10
9. Use ordinal numbers, from *first* to *fifth*, when describing the position of
 - a. objects
 - b. people
 - c. events
10. Recognise and apply

+ - =

such as when working with a calculator to input numerals from 0 to 10

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about number. This may be in daily life activities, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 7

Milestone 8 Task 4 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 8

Milestone 8 Task 5 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 9

Milestone 8 Task 6 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 10

Milestone 8 Task 7 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

Learner adds numbers reliably to five and with support to 10

Learner subtracts numbers reliably from numbers to five and with support from numbers to 10

Learner uses ordinal numbers from *first* to *fifth* to describe position of objects, people, events

Learner recognises and applies numerical operation signs

Suggested next steps

To add numbers to five and ten confidently in problem solving

To subtract numbers from five and ten confidently in problem solving

To use the language associated with combining and partitioning, e.g. *add, and, make, altogether, take away*

To relate addition to combining two groups of objects

To relate subtraction to taking away from groups of objects

To communicate about, describe and recognise simple mathematical patterns

To use ordinal numbers from *first* to *fifth* to describe position of objects, people and events

To use numerical operation signs and apply them to a variety of contexts



Common measures

Measures, shape and space

MSS1/M8

Indicators

1. Relate familiar objects to
 - a. the names of the days of the week
 - b. the names of significant times of the day

2. Describe and compare differences in size between two items, where the difference is marked, using comparative vocabulary, including
 - a. *large, big, small*
 - b. *larger, bigger, smaller*

3. Describe and compare the lengths and heights of two items, where the difference is marked, using comparative vocabulary, including
 - a. *long, short, tall*
 - b. *longer, shorter, taller*

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1a

Milestone 8 task 8 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You can use this task with the *days of the week* cards and ask the learner to match the correct name of the day from the cards as you ask the questions from the tutor script.

You could also use a resource as suggested in Milestone 8 Task 23 and prepare some image or symbol cards which depict familiar events. As you discuss the events, see if the learner can relate them to the names of the days. This resource could be produced with the words in other formats such as sign or symbol.

Indicator 1b

This assessment can be undertaken using the *times of the day* cards to relate to events during the learner's regular routine. These events could be depicted by a symbol-supported timetable or pictures used to represent significant events. Remember that if the learner would prefer to use sign or symbol cards, these can be made using a programme like *Gridmaker* with rebus symbols.

You could also use a resource as suggested in Milestone 8 Task 24 and prepare some image or symbol cards which depict familiar events. As you discuss the events, see if the learner can relate them to the times of the day. This resource could be produced with the words in other formats such as sign or symbol.

Indicator 2

Milestone 8 Task 9 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 3

Milestone 8 Task 10 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

Learner is aware of sequence of the names of days of the week

Learner is relating familiar events to names of the days of the week

Learner is using an increasing vocabulary to describe times of the day

Learner is relating familiar events to the names of times of the day

Learner is aware of marked differences between two items and is using an increasing range of vocabulary to describe them

Learner is using simple comparative vocabulary including *large, big, small*

Learner is using simple comparative vocabulary including *larger, bigger, smaller*

Learner is using simple comparative vocabulary including *long, short, tall*

Learner is using simple comparative vocabulary including *longer, shorter, taller*

Suggested next steps

To show awareness of time and relate familiar events to days of the week

To recognise the names of days of the week

To show awareness of time and relate familiar events to times of the day, e.g. dinner

To recognise the names of times of the day in word/sign/symbol

To use simple vocabulary to describe the difference in size between two items

To use simple vocabulary to describe the difference in length between two items

To use simple vocabulary to describe the difference in height between two items

To order up to two objects using a range of criteria, e.g. bigger/longer

To order more than two objects using a range of criteria, e.g. big, bigger, biggest



Common measures

Measures, shape and space

MSS1/M8

Indicators

4. Describe and compare the weights of two items, where the difference is marked, using a simple comparative vocabulary, including
 - a. *heavy, light*
 - b. *heavier, lighter*

5. Describe and compare differences in
 - a. capacities
 - b. quantities
 of two items, where the difference is marked, using simple comparative vocabulary, including
 - i. *full, empty*
 - ii. *holds more than, holds less than*
 - iii. *has more, has less*

6. Recognise and select
 - a. coins up to £2.00
 - b. notes up to £10.00

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 4

This indicator is best assessed as part of a naturally occurring activity where an observational assessment can be carried out. This could be in a cooking situation or another where weights are being discussed, e.g. shopping. The learner should be able to experience feeling the weight of the item, if possible, or see it weighed. Discuss the items in terms of *heavy, light, heavier* and *lighter*.

Indicator 5

This indicator is best assessed as part of a naturally occurring activity where an observational assessment can be carried out. This could be in a cooking situation or another where weights are being discussed, e.g. shopping. The learner should be able to experience handling the items, if possible, or see the items being filled and emptied. Discuss the items in terms of *full, empty, holds more than, holds less than, has more* and *has less*.

If you would like to undertake a pictorial assessment, Milestone 8 Tasks 25 and 26 are suggested prompt resources for discussion.

Indicator 6

Milestone 8 Task 11 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Use a collection of real coins and notes to undertake a discrete assessment of this indicator or you could use naturally occurring opportunities to assess this skill.

Significant responses

Learner is describing the weights of two items where the difference is marked using simple comparative vocabulary

Learner is describing and comparing the difference in capacity using simple comparative vocabulary

Learner is describing and comparing the difference in quantity using simple comparative vocabulary

Learner is showing recognition of coins up to £2.00

Learner is showing recognition of notes up to £10.00

Suggested next steps

To use simple vocabulary to describe the difference in weight between two items

To compare directly two masses and find out which holds more, e.g. by pouring

To use simple vocabulary to describe the difference in capacity between two items

To use simple vocabulary to describe the difference in quantity between two items

To recognise coins up to £2.00

To use coins up to £2.00 in shopping

To recognise and name notes up to £10.00

To use and understand the vocabulary related to money

To sort coins and notes and use them to pay and give change



Shape and space

Measures, shape and space

MSS2/M8

Indicators

1. Recognise some common 2-D shapes, using familiar and simple vocabulary to describe their shape, size and attributes, including

a. straight	f. circle
b. curved	g. square
c. flat	h. rectangle
d. larger	i. triangle
e. smaller	

2. Recognise some common 3-D shapes, using familiar and simple vocabulary to describe their shape, size and attributes, including

a. straight	e. smaller
b. curved	f. ball
c. flat	g. box
d. larger	

3. Identify and select a variety of shapes to make simple

a. models	c. patterns
b. pictures	

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 8 Task 12 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 2

Milestone 8 Task 13 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

You may also wish to use a collection of 3-D objects familiar to the learner, e.g. ball, box, food packets, cups, plates, CDs, videos cases, to prompt a discussion where the learner can communicate use of appropriate descriptive language.

Indicator 3

Milestone 8 Task 14 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

Learner recognises and names some familiar 2-D shapes

Learner uses simple vocabulary to describe 2-D shapes

Learner recognises and names some familiar 3-D solids using their common name

Learner uses simple vocabulary to describe 3-D solids

Learner recognises shapes represented in models/pictures/patterns

Suggested next steps

To recognise and name a variety of common 2-D shapes

To make sets of shapes from a collection using the same criterion

To have opportunities for constructing models and making pictures and patterns

To use simple vocabulary to describe 2-D shapes

To develop vocabulary to describe the properties of objects, e.g. corners, sides

To use a variety of 2-D shapes to make and describe a simple model/picture and/or pattern

To use a variety of 3-D solids to make and describe a simple model/picture and/or pattern

To explore properties of everyday objects, e.g. number of sides/edges, shape



Shape and space

Measures, shape and space

MSS2/M8.4 & 5

Indicators

4. Understand and apply simple positional vocabulary, including
 - a. *in, out*
 - b. *inside, outside*
 - c. *above, below*
 - d. *under, over*
 - e. *front, back*
 - f. *in front, behind*

5. Understand and apply direction of movement in simple statements, including
 - a. *forwards, backwards*
 - b. *up, down*
 - c. *left, right*

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about measures. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 4

Milestone 8 Task 15 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 5

Milestone 8 Task 16 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

Learner recognises forward and backward directions

Learner recognises up and down directions

Learner recognises left and right directions

Learner understands and uses everyday words to describe position

Learner understands and uses everyday words to describe direction

Learner understands and uses everyday words to describe movement

Suggested next steps

To recognise forward and backward directions of movement

To recognise up and down directions of movement

To recognise left and right directions of movement

To recognise terms that describe position

To understand and use everyday words to describe position

To understand and use everyday words to describe direction

To understand and use everyday words to describe movement



Data

Handling data

HD1/M8

Indicators

1. Recognise, describe and create lists of up to five items that are ordered
 - a. numerically
 - b. alphabetically
 - c. by pattern or sequence

2. Sort objects by a single criterion, including
 - a. outline shape
 - b. size
 - c. weight
 - d. quantity
 - e. colour
 - f. function
 from collections of
 - i. up to five objects
 - ii. with support, up to 10 objects

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about data. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 1

Milestone 8 Task 17 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

The learner could also create a list of regular activities undertaken at the centre/college/home or places where they are during the week, by pattern or sequence using signs/words/symbols.

Indicator 2

Milestone 8 Task 18 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Significant responses

- Learner recognises numerically ordered lists of up to five items
- Learner recognises alphabetically ordered lists of up to five items
- Learner recognises lists of up to five items created by pattern or sequence
- Learner can describe numerically ordered lists of up to five items
- Learner can describe alphabetically ordered lists of up to five items
- Learner can describe lists of up to five items ordered by pattern or sequence
- Learner can create numerically ordered lists of up to five items
- Learner can create alphabetically ordered lists of up to five items
- Learner can create lists of up to five items ordered by pattern or sequence
- Learner can sort objects into groups by shape reliably with five objects and with support, to 10
- Learner can sort objects into groups by size reliably with five objects and with support, to 10
- Learner can sort objects into groups by weight reliably with five objects and with support, to 10
- Learner can sort objects into groups by quantity reliably with five objects and with support, to 10
- Learner can sort objects into groups by colour reliably with five objects and with support, to 10
- Learner can sort objects into groups by function reliably with five objects and with support, to 10

Suggested next steps

- To recognise numerically ordered lists of up to five items
- To recognise alphabetically ordered lists of up to five items
- To recognise lists of up to five items created by pattern or sequence
- To describe numerically ordered lists of up to five items
- To describe alphabetically ordered lists of up to five items
- To describe lists of up to five items ordered by pattern or sequence
- To create numerically ordered lists of up to five items
- To create alphabetically ordered lists of up to five items
- To create lists of up to five items ordered by pattern or sequence
- To sort objects into groups by shape reliably with five objects and with support, to 10
- To sort objects into groups by size reliably with five objects and with support, to 10
- To sort objects into groups by weight reliably with five objects and with support, to 10
- To sort objects into groups by quantity reliably with five objects and with support, to 10
- To sort objects into groups by colour reliably with five objects and with support, to 10
- To sort objects into groups by function reliably with five objects and with support, to 10



Data

Handling data

HD1/M8

Indicators

3. Use simple representations or diagrams for counting numbers up to 10 such as a number line
4. Solve given problems involving numbers
 - a. up to five
 - b. with support, up to 10
5. estimate, and check by counting, numbers
 - a. up to five
 - b. with support, up to 10
such as when estimating the number of people in a group

Assessment activities

Take the opportunity to undertake assessment from any activity that involves using or talking about data. This may be in daily life activities, e.g. cooking, decoration, shopping, educational sessions, leisure activities and care or team reviews.

Resources

Indicator 3

In educational or everyday activities, use a number line or 2-D/pictorial representations for the learner to count numbers up to 10

Indicator 4

Milestone 8 Task 19 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions and the Diagnostic feedback and ILP information.

Indicator 5

Use a range of naturally occurring activities to undertake an observational assessment of estimation and checking numbers to 10, such as how many things will fit in a box, how much stock is needed to fill a gap on a shelf.

Significant responses

Learner is demonstrating estimation before engaging in an activity

Learner is using simple representations reliably or with support, to count numbers up to 10

Learner is using the language associated with combining and partitioning, e.g. *add, and, make, altogether, take away*

Learner relates addition to combining two sets of objects, and subtraction to taking away

Suggested next steps

To use opportunities for estimation before engaging in an activity

To use simple representations reliably or with support, to count numbers up to 10

To use language associated with combining and partitioning, e.g. *add, and, make, altogether, take away*

To relate addition to combining two sets of objects, and subtraction to taking away

To develop appropriate numerical language to discuss problem solving activities

Pre-entry numeracy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Encounter experiences			Respond with reflex			Engage with objects and environments		
	eM	C	E	eM	C	E	eM	C	E
CNe/M1a.1									
CNr/M1a.1									
CNr/M1a.2									
CNoe/M1b.1									
CNoe/M1b.2									
CNoe/M1b.3									
CNoe/M2a.1									
CNoe/M2a.2									
CNoe/M2a.3									
CNoe/M2a.4									
CNoe/M2a.5									
CNoe/M2b.1									
CNoe/M2b.2									
CNoe/M2b.3									
CNoe/M2b.4									
CNoe/M2b.5									
CNoe/M3a.1									
CNoe/M3a.2									
CNoe/M3a.3									
CNoe/M3a.4									
CNoe/M3a.5									
CNoe/M3a.6									
CNoe/M3b.1									
CNoe/M3b.2									
CNoe/M3b.3									
CNoe/M3b.4									
CNoe/M3b.5									

Pre-entry numeracy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Whole numbers			Measures, shape and space			Handling data		
	eM	C	E	eM	C	E	eM	C	E
N1/M4.1									
N1/M4.2									
N1/M4.3									
MSS1/M4.1									
MSS2/M4.1									
MSS2/M4.2									
HD1/M4.1									
HD1/M4.2									
HD1/M4.3									
N1/M5.1									
N1/M5.2									
N1/M5.3									
MSS1/M5.1									
MSS2/M5.1									
MSS2/M5.2									
HD1/M5.1									
HD1/M5.2									
HD1/M5.3									
N1/M6.1									
N1/M6.2									
N1/M6.3									
N1/M6.4									
MSS1/M6.1									
MSS1/M6.2									
MSS1/M6.3									
MSS2/M6.1									
MSS2/M6.2									
MSS2/M6.3									
HD1/M6.1									
HD1/M6.2									
HD1/M6.3									

Pre-entry numeracy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Whole numbers			Measures, shape and space			handling data		
	eM	C	E	eM	C	E	eM	C	E
N1/M7.1									
N1/M7.2									
N1/M7.3									
N1/M7.4									
N1/M7.5									
N1/M7.6									
N1/M7.7									
N1/M7.8									
MSS1/M7.1									
MSS1/M7.2									
MSS1/M7.3									
MSS1/M7.4									
MSS1/M7.5									
MSS1/M7.6									
MSS1/M7.7									
MSS1/M7.8									
MSS2/M7.1									
MSS2/M7.2									
MSS2/M7.3									
MSS2/M7.4									
MSS2/M7.5									
HD1/M7.1									
HD1/M7.2									
HD1/M7.3									
HD1/M7.4									
HD1/M7.5									
N1/M8.1									
N1/M8.2									
N1/M8.3									
N1/M8.4									
N1/M8.5									
N1/M8.6									
N1/M8.7									
N1/M8.8									

Pre-entry numeracy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Whole numbers			Measures, shape and space			Handling data		
	eM	C	E	eM	C	E	eM	C	E
N1/M8.9									
N1/M8.10									
MSS1/M8.1									
MSS1/M8.2									
MSS1/M8.3									
MSS1/M8.4									
MSS1/M8.5									
MSS1/M8.6									
MSS2/M8.1									
MSS2/M8.2									
MSS2/M8.3									
MSS2/M8.4									
MSS2/M8.5									
HD1/M8.1									
HD1/M8.2									
HD1/M8.3									
HD1/M8.4									
HD1/M8.5									

Pre-entry assessment record

Learner name: Date:.....

Milestone:	Reference:
Context	
Evidence	
Key Elements	
Next Steps	

Numeracy assessment learner record – Number

Learner name:

Entry 1			Entry 2			Entry 3			Level 1			Level 2				
ref.	task	date	result	ref	task	date	result	ref	task	date	result	ref.	task	date	result	
N1/E1.1				N1/E2.1				N1/E3.1				N1/L1.1				N1/L2.1
N1/E1.2				N1/E2.2				N1/E3.2				N1/L1.2				N1/L2.2
N1/E1.3				N1/E2.3				N1/E3.3				N1/L1.3				N1/L2.3
N1/E1.4				N1/E2.4				N1/E3.4				N1/L1.4				N1/L2.4
N1/E1.5				N1/E2.5				N1/E3.5				N1/L1.5				
N1/E1.6				N1/E2.6				N1/E3.6				N1/L1.6				
N1/E1.7				N1/E2.7				N1/E3.7				N1/L1.7				
				N1/E2.8				N1/E3.8				N1/L1.8				
				N1/E2.9				N1/E3.9				N1/L1.9				
				N2/E2.1				N2/E3.1				N2/L1.1				N2/L2.1
				N2/E2.2				N2/E3.2				N2/L1.2				N2/L2.2
								N2/E3.3				N2/L1.3				N2/L2.3
								N2/E3.4				N2/L1.4				N2/L2.4
												N2/L1.5				N2/L2.5
												N2/L1.6				N2/L2.6
												N2/L1.7				N2/L2.7
												N2/L1.8				N2/L2.8
												N2/L1.9				N2/L2.9
												N2/L1.10				N2/L2.10
												N2/L1.11				

Numeracy assessment learner record – Measures, shape and space/Handling data

Learner name:

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref	task	date	result	ref	task	date	result	ref	task	date	result	ref.	task	date	result
MSS1/E1.1				MSS1/E2.1				MSS1/E3.1				MSS1/L1.1				MSS1/L2.1			
MSS1/E1.2				MSS1/E2.2				MSS1/E3.2				MSS1/L1.2				MSS1/L2.2			
MSS1/E1.3				MSS1/E2.3				MSS1/E3.3				MSS1/L1.3				MSS1/L2.3			
MSS1/E1.4				MSS1/E2.4				MSS1/E3.4				MSS1/L1.4				MSS1/L2.4			
MSS1/E1.5				MSS1/E2.5				MSS1/E3.5				MSS1/L1.5				MSS1/L2.5			
MSS1/E1.6				MSS1/E2.6				MSS1/E3.6				MSS1/L1.6				MSS1/L2.6			
				MSS1/E2.7				MSS1/E3.7				MSS1/L1.7				MSS1/L2.7			
				MSS1/E2.8				MSS1/E3.8				MSS1/L1.8				MSS1/L2.8			
				MSS1/E2.9				MSS1/E3.9				MSS1/L1.9				MSS1/L2.9			
												MSS1/L1.10				MSS1/L2.10			
MSS2/E1.1				MSS2/E2.1				MSS2/E3.1				MSS2/L1.1				MSS2/L2.1			
MSS2/E1.2				MSS2/E2.2								MSS2/L1.2				MSS2/L2.2			
				MSS2/E2.3															
HD1/E1.1				HD1/E2.1				HD1/E3.1				HD1/L1.1				HD1/L2.1			
HD1/E1.2				HD1/E2.2				HD1/E3.2				HD1/L1.2				HD1/L2.2			
HD1/E1.3				HD1/E2.3				HD1/E3.3				HD1/L1.3				HD1/L2.3			
				HD1/E2.4				HD1/E3.4				HD1/L1.4				HD1/L2.4			
				HD1/E2.5															
												HD2/L2.1				HD2/L2.1			
												HD2/L2.2							

Diagnostic feedback and ILP information

Task no: 1			Subject: Numeracy	Standard: Number
Task description Counting to five, relating numbers to collections of objects and using numerals				
Level	Curriculum element			Curriculum reference(s)
M7	Count up to five; identify and use numerals to five; relate numbers to collections of objects			N1/M7.2, 3, 4
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Count two objects and identify the numeral 2			2
2	Count five people and identify the numeral 5			5
3	Count three signs and identify the numeral 3			3
INTERPRETATION				
This task assesses the learner's ability to count to five, relating the numbers to collections of objects or people and to identify the appropriate numeral in order to respond to the questions.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has difficulty counting reliably to three and in using number to relate to groups of objects and people.		Use the number cards to assess the difficulties in recognition of numerals 1 to 5. Use some objects to assess whether the learner can count to five and relate number to groups. Use this information to set appropriate targets. You may feel it is more appropriate to do some further work at Milestone 6 to develop the learner's counting skills.
C	2	The learner is able to count to five with some inconsistencies.		Use the number cards, a keyboard or calculator keypad to assess the difficulties in recognition of numerals 1 to 5. Use some objects from daily activities to assess whether the learner can count to five and relate numbers to groups. Use this information to set appropriate targets.
E	3	The learner has no difficulty in counting to five, relating numbers to groups and identifying the numerals from 1 to 5.		You may now wish to set targets at Milestone 8 to develop the learner's use of whole numbers to 10.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M7.2 – To count up to five

Target 2:

N1/M7.3 – To identify and use numerals to five

Target 3:

N1/M7.4 – To relate numbers up to five to groups of objects and people

Task no: 2			Subject: Numeracy	Standard: Number
Task description The task asks the learner to identify numerals to five				
Level	Curriculum element			Curriculum reference(s)
M7	Identify and use numerals from one to five			N1/M7.3
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Identify and use numeral 3			3
2	Identify and use numeral 2			2
3	Identify and use numeral 4			4
4	Identify and use numeral 5			5
INTERPRETATION				
This task assesses the learner's ability to identify and use numerals to five by listening to the name of the numeral and identifying it on the screen by clicking to select.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has difficulty in identifying numerals between 1 and 5		Use the number cards to establish whether the learner can identify any numerals from 1 to 5 by asking her/him to point them out to you. You may need to set targets at Milestone 6 to secure identification of numerals between 1 and 3 before working at Milestone 7.
C	2–3	The learner can identify some numerals between 1 and 5.		Use the number cards, a keyboard or a calculator keypad to establish whether the learner can identify any numerals from 1 to 5 by asking her/him to point them out to you. Use this information to set appropriate learning targets.
E	4	The learner has no difficulty in identifying numerals between 1 and 5.		You may wish to discuss targets at Milestone 8 with the learner and set targets to identify numerals to 10.
ILP information				
Short-term goals (dependent upon the learner)				
<i>Target 1:</i>				
N1/M7.3 – To identify and use numerals between 1 and 5.				

Task no: 3			Subject: Numeracy	Standard: Number
Task description Adding single digit numbers to three and five				
Level	Curriculum element			Curriculum reference(s)
M7	Add single-digit numbers reliably to three and with some inconsistencies to five			N1/M7.5
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Add reliably to three			3
2	Add reliably to three			2
3	Add reliably to three			3
4	Add with support to five			4
5	Add with support to five			5
6	Add with support to five			4
7	Add with support to five			5
8	Add with support to five			4
9	Add with support to five			5
INTERPRETATION				
The task assesses the learner's ability to add single-digit numbers reliably to three and with support to five. The items require the learner to answer in two different ways. One is multiple choice from a selection of four answers and the other is free text entry. The learner is supported by the numerical operation being read out by the tutor.				
	Number correct	Learner profile information		Next steps
eM	0–3	The learner has difficulty with addition to three and five.		Do some calculations with the learner using objects to assess her/his ability to count to five and add groups of objects together. You may want to do some supported work at Milestone 6 with the learner to secure her/his addition skills.
C	4–6	The learner can add single-digit numbers to three and five with some support and inconsistencies.		Use the pattern of answers to establish whether the learner can add reliably to three or five. You may want to ask the learner to do some addition for you using objects to support her/him. Use this information to set learning targets.

	Number correct	Learner profile information	Next steps
E	7–9	The learner has no difficulty in adding to three and five.	The learner has not had any difficulty in performing the numerical operations when either using multiple choice or free text entry. You may wish to confirm these skills by asking the learner to do some calculations where the question is not read out to the learner and they have to identify the numerals themselves. You can do this on paper or use objects to set the calculations. If the learner has no difficulties with these operations, you might like to set targets for the learner at Milestone 8.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M7.5 – To add to three and with support to five

Task no: 4			Subject: Numeracy	Standard: Number
Task description Subtract single-digit numbers				
Level	Curriculum element			Curriculum reference(s)
M7	Subtract single-digit numbers reliably to three and, with support, from numbers to five			N1/M7.6
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Subtract reliably to three			1
2	Subtract reliably to three			2
3	Subtract with support from numbers to five			3
4	Subtract with support from numbers to five			1
INTERPRETATION				
This task assesses the learner's ability to subtract numbers to three and, with support, to five. The questions are set as multiple choice and are read out to the learner by the tutor to support the learner.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has difficulty in subtracting single-digit numbers to three.		The learner does not appear to understand the concept of subtraction and needs to do more practical work on understanding the concept of 'fewer than' when removing objects from groups at Milestone 6.
C	2–3	The learner can do some subtraction with support to three and five.		Use the pattern of answers to establish whether the learner can subtract to three and five. Use some practical objects to ask the learner to perform some numerical calculations to establish if the learner's skills are reliable to three or five.
E	4	The learner does not have any difficulty in subtracting numbers to five.		Check the learner's understanding of subtraction by using some objects to set the learner some calculations to perform. If the learner can subtract without support to five, set targets at Milestone 8 for subtraction to 10.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M7.5 – To take away numbers to three

Target 2:

N1/M7.5 – To take away numbers to five with support

Task no: 5				Subject: Numeracy		Standard: Number	
Task description Use ordinal numbers of first and second							
Level		Curriculum element				Curriculum reference(s)	
M7		Use ordinal numbers of first and second				N1/M7.7	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		Use ordinal to describe first person				First person in queue	
2		Use ordinal to describe second person				Second person in queue	
INTERPRETATION							
This is a two item task to assess the learner's understanding of ordinal numbers first and second by application to a practical setting.							
	Number correct	Learner profile information				Next steps	
eM	0	The learner does not appear to understand the concept of first and second.				The learner needs to do more work on using ordinal language in a practical setting e.g. when following instructions or explaining a task to others.	
C	1	The learner has shown a little understanding of the use of ordinals.				The learner needs to do more work on using ordinal language in a practical setting e.g. when following instructions or explaining a task to others in order to establish a secure understanding.	
E	2	The learner has no difficulty in distinguishing between first and second.				You should discuss targets at Milestone 8 with the learner to work on using ordinals to five.	

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M7.7 – To use 'first' and 'second' when talking about how to do things

Target 2:

N1/M7.7 – To use 'first' and 'second' when talking about things

Task no: 6			Subject: Numeracy	Standard: Number
Task description Recognition and application of operation signs				
Level	Curriculum element			Curriculum reference(s)
M7	With some inconsistencies recognise + – = and understand how they are applied			N1/M7.8
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Recognise sign for addition			+
2	Recognise sign for equals			=
3	Recognise sign for subtraction			–
4	Recognise and apply sign for addition to context			+
5	Recognise and apply sign for equals to context			=
INTERPRETATION				
The task assesses the learner’s knowledge of numerical operation signs and their application in practical calculations.				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner has shown little recognition of numerical operation signs.		You need to do some more practical work with the learner using operation signs. This could be using the calculator key pad or using cards with mathematical signs to develop the learner’s understanding.
C	3–4	The learner has some understanding of numerical operation signs.		Check the pattern of correct/incorrect answers to establish whether the learner is able to identify the operation signs and/or whether s/he is able to apply them to context.
E	5	The learner has no difficulty in recognising numerical operation signs and applying them to context.		Develop the learner’s skills at Milestone 8 using the operation signs when working with numerals from 1 to 10.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M7.8 - To know the signs + – = and know how they are applied

Task no: 7			Subject: Numeracy	Standard: Measures, shape and space
Task description Recognition of names of the days of the week				
Level	Curriculum element			Curriculum reference(s)
M7	Recognise the names of the days of the week			MSS1/M7.1
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Recognise the word for Monday			Monday
2	Recognise the word for Sunday			Sunday
3	Recognise the word for Tuesday			Tuesday
4	Recognise the word for Friday			Friday
5	Recognise the word for Thursday			Thursday
6	Recognise the word for Saturday			Saturday
INTERPRETATION				
This task assesses the learner's knowledge of the days of the week in the context of a picture calendar. The learner is required to identify the names of the days of the week by making an association from the picture prompts.				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner has some difficulty in recognising and using the names of the days of the week.		You might use name cards with the days of the week on them to assess which days the learner can identify. The learner needs to develop her/his recognition of the day names in a real context such as a personal timetable using symbol support if appropriate.
C	3–4	The learner can identify some of the names of some days of the week.		The learner needs to do further work on the names of days of the week in a real context. You might wish to develop this using symbol-supported-text.
E	5–6	The learner had no difficulty in recognising all the names of the days of the week.		You might wish to use word cards with the names of the days to assess whether the learner's skills are secure. Set targets at Milestone 8 for the learner to start to relate personal events to days of the week

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M7.1 – To recognise and use the names of the days of the week

Task no: 8			Subject: Numeracy	Standard: Measures, shape and space
Task description Recognise the names of times of the day				
Level	Curriculum element			Curriculum reference(s)
M7	Recognise the names of significant times of the day			MSS1/M7.2
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Recognise and apply the word 'morning' associated with an event on personal routine			morning
2	Recognise and apply the word 'afternoon' associated with an event on personal routine			afternoon
3	Recognise and apply the word 'night' associated with an event on personal routine			night
INTERPRETATION				
This task asks the learner to identify the names of significant times of the day using prompts associated with personal routine and to select the appropriate word answer.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has difficulty associating times of the day to personal routine.		Symbols signs and words could be used to recognise the names of times of the day and used to display on the learner's personal timetable. Reinforce vocabulary during these activities e.g. 'You go swimming on Wednesday afternoon'.
C	2	The learner has made some word association that needs to be developed.		Work on developing vocabulary linked to personal routines as appropriate for the learner.
E	3	The learner is making a secure association with the times of the day.		Continue to develop the learner's vocabulary as appropriate for her/his individual learning plan e.g. <i>lunch</i> . You may wish to draw upon the suggested learning activities in the Pre-entry curriculum framework at Milestone 8.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M7.2 – To recognise and use names of times of the day

Task no: 9			Subject: Numeracy	Standard: Measures, shape and space
Task description Recognition of coins up to 20p				
Level	Curriculum element		Curriculum reference(s)	
M7	Recognise coins up to 20p		MSS1/M7.8	
DIAGNOSTIC SCHEME				
Item no.	Objective/item description		Answer	
1	Recognise 5p coin		5p	
2	Recognise 10p coin		10p	
3	Recognise 2p		2p	
4	Recognise 20p		20p	
INTERPRETATION				
This task covers the recognition of coins up to 20p. It is not possible to cover part 'b' of this assessment owing to copying issues of bank notes. For both parts of this element, it is preferable for learners to be assessed using real notes and coins as they can then handle and feel them. You might have some coins and notes ready to support the next steps of feedback.				
	Number correct	Learner profile information	Next steps	
eM	0–1	The learner has difficulty recognising coins to 20p.	Support the feedback with a collection of real coins to assess whether the learner has difficulty recognising real coins or whether the difficulty was recognising them as pictures. Set learning targets using some of the sample activities used in the Pre-entry Curriculum Framework.	
C	2–3	The learner is able to recognise some coins up to 20p.	Support the feedback with a collection of real coins to assess whether the learner has difficulty recognising real coins or whether the difficulty was recognising them on paper. Look at the pattern of right and wrong answers from the task to identify which particular coins the learner does not yet know.	

	Number correct	Learner profile information	Next steps
E	4	The learner does not have any difficulty recognising coins to 20p.	You may want to assess part 'b' of this element to check recognition of notes to £10 using real money. If the learner is confident in both parts of this assessment, you may want to set targets at Milestone 8 to extend her/his knowledge of coins and notes.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M7.8a – To know a growing number of coins 2p, 5p, 10p and 20p

Target 2:

MSS1/M7.8b – To identify £5 and £10 notes

Task no: 10			Subject: Numeracy	Standard: Measures, shape and space
Task description Identify common 2-D shapes				
Level	Curriculum element			Curriculum reference(s)
M7	With some inconsistencies, recognise and select 2-D shapes, using their named outline			MSS2/M7.1
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Recognise a triangle from outline shape			triangle
2	Recognise a circle from outline shape			circle
3	Recognise a square from outline shape			square
4	Recognise a rectangle from outline shape			rectangle
INTERPRETATION				
The task asks the learner to identify common 2-D shapes from a collection of four. You may want to support assessment feedback by collecting together a group of images of shapes familiar to the learner.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has not been able to relate the names of shapes to the shapes in the assessment.		Use the collection of familiar shapes to talk to the learner about her/his everyday setting to give the learner the opportunity to identify some of these shapes by given names. You may want to do some more supportive work at Milestone 6 to develop a growing awareness of 2-D shapes.
C	2–3	The learner is able to recognise the names of some 2-D shapes.		Use the collection of familiar shapes to talk to the learner about her/his everyday setting to give the learner the opportunity to identify some of these shapes by given names. Use the images to talk about the shapes which the learner did not identify to see if s/he can pick out these shapes in a real context. Set learning targets to support this development. You could use some of the sample activities from the Pre-entry Curriculum Framework to support this.

	Number correct	Learner profile information	Next steps
E	4	The learner has correctly identified all the 2-D shapes.	The learner is ready to work at Milestone 8 and develop a growing vocabulary to describe their shape, size and attributes. You can use the collection of images to support this.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M7.1 – To know the names of some 2-D shapes – circle, square, triangle, rectangle

Task no: 11				Subject: Numeracy		Standard: Measures, shape and space	
Task description Representation of 3-D shapes in 2-D formats							
Level		Curriculum element				Curriculum reference(s)	
M7		Demonstrate a developing understanding that 3-D shapes can be represented in 2-D formats				MSS2/M7.3	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		Identification of die as cube in 2-D format				cube	
2		Identification of a food tin as a cylinder in 2-D format				cylinder	
3		Identification of a ball as a sphere in 2-D format				sphere	
4		Association of a pyramid as an object to its 2-D representation				pyramid	
INTERPRETATION							
The task asks the learner to demonstrate an understanding that 3-D shapes can be represented in 2-D formats by asking her/him to identify one of the outline shapes using an object from daily life and media/leisure images as the picture prompt. You might want to support the assessment feedback by having a collection of real objects or mathematical shapes for the learner to look at and handle and some 2-D images.							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner has not yet made an association between 3-D objects and 2-D representations.		Use the objects and photographs to talk about the relationship between the real shapes and how they appear in images. Set targets for the learner to demonstrate a growing awareness of this in her/his daily life.	
C		2–3		The learner has shown that s/he is aware of the association of 3-D shapes represented in 2-D formats.		Use the objects and photographs to talk about the relationship between the real shapes and how they appear in images. Set targets for the learner to demonstrate a growing awareness of this in her/his daily life.	

	Number correct	Learner profile information	Next steps
E	4	The learner is able to correctly relate 3-D shapes represented in 2-D formats.	You might want to discuss learning targets at Milestone 8 for the learner to expand her/his vocabulary to describe their shape, size and attributes and also for the learner to start to identify and select shapes to make models, pictures and patterns.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M7.3 – To know the outlines of some shapes including balls and boxes from their shape on paper or screen

Task no: 12 Subject: Numeracy Standard: Measures, shape and space		
Task description Direction of movement		
Level	Curriculum element	Curriculum reference(s)
M7	With some inconsistencies, understand direction of movement	MSS2/M7.4

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	Associate up arrow key with direction	up key
2	Associate down arrow key with direction	down key
3	Associate back arrow key with direction	back key
4	Associate forward arrow key with direction	forward key

INTERPRETATION

The task asks the learner to identify the direction of movement using a real life scenario on a computer keyboard and internet page. Obviously this restricts the notion of movement to this situation. Further assessment of the learner's understanding of physical movement should be undertaken in a real daily situation.

	Number correct	Learner profile information	Next steps
eM	0–1	The learner has recognised little or no language used to describe movement.	You could use the keys on the keyboard or the icons on screen to discuss what happens when these keys or icons are selected. Set targets for the learner to develop a growing awareness of the language of direction from daily life activities.
C	2–3	The learner has shown some understanding of the language used to describe movement.	You could use the keys on the keyboard or the icons on screen to discuss what happens when these keys or icons are selected. Use the pattern of answers to set targets for the learner to develop a growing awareness of the language of direction from daily life activities.
E	4	The learner is able to identify language used to describe the direction of movement.	S/he may want to work at Milestone 8 to expand the learner's use of this vocabulary.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M7.4 – To develop the use of language to describe movement including forwards, backwards, up and down

Task no: 13 Subject: Numeracy Standard: Measures, shape and space			
Task description Words which describe position			
Level	Curriculum element	Curriculum reference(s)	
M7	With some inconsistencies, understand words which describe position	MSS2/M7.5	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Locate the sign in the picture by understanding word 'above'	the sign	
2	Locate the man in the picture by understanding word 'below'	the man	
3	Locate the dog in the car by understanding word 'in'	the dog	
4	Locate the lady in the picture by understanding words 'at the back'	the lady	
INTERPRETATION			
The task asks the learner to demonstrate understanding of some familiar words used to describe position by selecting objects in an image in response to the directions, which include specific vocabulary.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has not shown that s/he understands the vocabulary and/or the instructions for the task.	Discuss the setting where the feedback is taking place to determine if the learner has some understanding of the use of terms such as inside, outside, above, below, front and back. You might want to do some more work with the learner at Milestone 6 developing an understanding of 'on, in and out' used in daily contexts as a preparation for targets at Milestone 7.
C	3	The learner has shown some understanding of positional vocabulary.	Discuss the setting where the feedback is taking place to determine if the learner has some understanding of the use of terms such as inside, outside, above, below, front and back, particularly focusing on the ones which the learner did not identify. Set targets to develop vocabulary in daily life activities.

	Number correct	Learner profile information	Next steps
E	4	The learner has shown that s/he understands the use of positional vocabulary.	You may want to discuss setting learning targets at Milestone 8 to expand the learner's use of positional vocabulary as appropriate to her/his needs.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M7.5 – To use words that describe position including inside, outside, above, below, front, back

Task no: 14 Subject: Numeracy Standard: Data			
Task description Ordered lists			
Level	Curriculum element	Curriculum reference(s)	
M7	Create numerically ordered lists to three and with inconsistencies, to five	HD1/M7.1	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Order list numerically from 1–5	1, 2, 3, 4, 5	
INTERPRETATION			
The task asks the learner to fill in the gaps in a numerically ordered list by completing the missing numbers. There is one mark for each correct number in its correct position in the sequence.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has not yet understood the concept of ordered lists by number.	The learner may not have understood what s/he needed to do in the task or does not yet understand the convention of making numerically ordered lists. Use some examples of lists to discuss this with the learner and identify occasions where the learner may want to make personal lists. The learner may also need to work on identification of numerals to five. You can check the learner's knowledge of this by using number cards and asking her/him to order them.
C	3–4	The learner has shown some understanding of ordered lists by number.	Look at the pattern of answers to establish whether the learner is secure to three and requires further work to five. Use some examples of lists to discuss numbering with the learner and identify occasions where the learner may want to make personal lists.

	Number correct	Learner profile information	Next steps
E	5	The learner is able to number lists to five.	You may want to discuss with the learner whether s/he wishes to develop their skills at Milestone 8 using other sequences to order lists. Identify where the learner wishes to use numbered lists more in her/his everyday life and set targets to support this.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M7.1 – To number lists to 3 and 5

Task no: 15 Subject: Numeracy Standard: Data			
Task description Grouping objects into sets			
Level	Curriculum element	Curriculum reference(s)	
M7	With some inconsistencies, group objects into sets using a single criterion	HD1/M7.2	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Identify 2p coins by size, shape and colour	3 x 2p coins	
2	Identify items by shape – circle	clock, pizza, CD	
3	Identify items by colour – pink	tulip, hat, car	
INTERPRETATION			
This task asks the learner to sort groups of objects by size, shape and colour.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has shown little understanding of the task.	You may want to have some objects ready for the feedback, such as a group of coins, to assess whether the learner understands the task. You can use coins to discuss all three criteria of size, shape and colour. Discuss activities relevant to the learner’s daily life where s/he needs to sort things, e.g. washing colours, to identify learning goals.
C	2	The learner has shown some understanding of the task.	You may want to have some objects ready for the feedback such as a group of coins to assess whether the learner understands the task. You can use coins to discuss all three criteria of size, shape and colour. Discuss activities relevant to the learner’s daily life where s/he needs to group things, e.g. colour of clothes when sorting washing, to identify learning goals.
E	3	The learner was able to sort by size, shape and colour.	You may want to set targets at Milestone 8 to develop the learner’s skills with larger groups of objects and other criterion as relevant to the learner’s needs.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M7.2 – To sort things into sets using size, shape and colour

Task no: 16 Subject: Numeracy Standard: Data			
Task description Identification by a single criterion			
Level	Curriculum element		Curriculum reference(s)
M7	Identify objects and materials by a single given criterion when the difference is marked		HD1/M7.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identification of coins by shape – 5p		3 x 5p
2	Identification of coins by shape – 20p		3 x 20p
3	Identification of coins by colour – silver		3 x 5p, 1 x 10p, 1 x 20p
4	Identification of objects by colour – green		Book, bike, car
INTERPRETATION			
This task asks the learner to identify objects by size, shape and colour.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has difficulty in identifying objects by a single criterion.	It would be useful to have some collections of objects such as coins, books, pens and pencils for discussion at the feedback. It may be that the learner had difficulty relating to the task on paper and finds it easier to distinguish between objects when s/he can see and handle them. Discuss everyday activities where the learner may want to use this skill and set targets accordingly to support this.
C	2–3	The learner has been able to identify some objects by a single criterion.	It would be useful to have some collections of objects such as coins, books, pens and pencils for discussion at the feedback. It may be that the learner had difficulty relating to the task on paper and finds it easier to distinguish between objects when s/he can see and handle them. Discuss everyday activities where the learner may want to use this skill and set targets accordingly to support this.

	Number correct	Learner profile information	Next steps
E	4	The learner has been able to identify the objects using all the criteria.	You may want to set targets at Milestone 8 to develop the learner's skills with larger groups of objects and other criterion as relevant to the learner's needs.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M7.3a – To pick out things that are the same size

Target 2:

HD1/M7.3b – To pick out things that are the same shape

Target 3:

HD1/M7.3c – To pick out things that are the same colour

Task no: 17 Subject: Numeracy Standard: Data			
Task description Identification by difference			
Level	Curriculum element	Curriculum reference(s)	
M7	Identify the odd one out in a familiar collection by a single given criterion	HD1/M7.4	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Selection of odd one out by shape	box	
2	Selection of odd one out by shape	soup tin	
3	Selection of odd one out by size	3rd door from left	
4	Selection of odd one out by size	2nd present from left	
INTERPRETATION			
This task asks the learner to identify the odd one out from a group using a single criterion including shape, size and quantity. It would be useful to have some collections of everyday objects, as described in the Pre-entry Curriculum Framework, ready to support the assessment feedback.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has difficulty in identifying the odd one out from most of the items.	The learner may have had difficulty relating to this task on screen. Use a collection of everyday objects familiar to the learner to assess this further in a situation where the learner can look at and handle them. Discuss where the learner may need to do this in her/his everyday life and set targets to develop this skill.
C	2–3	The learner has difficulty in identifying the odd one out from some of the items.	The learner may have had difficulty relating to this task on screen. Use a collection of everyday objects familiar to the learner to assess this further in a situation where the learner can look at and handle them. Discuss where the learner may need to do this in her/his everyday life and set targets to develop this skill.

	Number correct	Learner profile information	Next steps
E	4	The learner was able to correctly identify the odd one out from all the items.	Discuss where the learner may use this skill in everyday life, for instance sorting the shelves at work for items that should not be there, and explore targets at Milestone 8 to develop the learner's skills in a wider range of settings and working with larger groups of objects.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M7.4a – To pick out things that are different from groups using shape

Target 2:

HD1/M7.4b – To pick out things that are different from groups using size

Target 3:

HD1/M7.4c – To pick out things that are different from groups using quantity

Task no: 18 Subject: Numeracy Standard: Data			
Task description Solve problems involving numbers			
Level	Curriculum element		Curriculum reference(s)
M7	Solve given problems involving numbers a) up to three and b) with support, up to five		HD1/M7.5
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Addition to two		2
2	Subtraction of one from two		1
3	Addition of two and one		3
4	Counting on from three to make five		2
5	Addition of two and two		4
6	Subtraction of one from five		4
INTERPRETATION			
<p>This task asks the learner to apply her/his knowledge of number to practical situations in order to solve problems. You may wish to analyse the results of this task alongside the relevant number tasks to assess whether the learner has difficulty performing the numerical operation required or if s/he has difficulty in recognising which operation to apply in order to solve the problem. The problems are displayed on the paper and read out, which gives the learner the support of having a representation of the numbers involved.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has difficulty solving problems up to three.	Use a collection of familiar objects to work through some of the same problems with the learner to see whether s/he is able to work out the solution in a practical way. The learner may have had difficulty conceptualising the problem on screen. If you have a collection of objects familiar to the learner, s/he may find it useful to explore the problems in a practical way. Check this task against the number task to establish whether the learner can perform the correct operations but has difficulty applying the operation to a real life situation.

	Number correct	Learner profile information	Next steps
C	3–4	The learner is able to apply some numerical operations to solve problems to three and five.	Look at the learner's pattern of correct/incorrect answers to establish where the difficulties were. The first item asks the learner to count the group, the second one to subtract one from two, the third to add one to two, the fourth to either count on from three to five or to subtract three from five, the fifth to add three to two and the sixth to subtract one from five. Discuss the items with the learner to see whether s/he was able to identify which operation was needed to solve the problem. If you have a collection of objects familiar to the learner, s/he may find it useful to explore the problems in a practical way. Check this task against the number task to establish whether the learner can perform the correct operations but has difficulty applying the operation to a real life situation.
E	5–6	The learner has been able to apply the correct numerical operations to solve the problems set in this task.	The learner may want to set learning targets at Milestone 8 working with larger groups of numbers or to use her/his present knowledge in a wider range of daily activities.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M7.5 – To solve problems up to three and with support to five

Task no: 1			Subject: Numeracy	Standard: Number: whole numbers
Task description Counting to five and ten				
Level	Curriculum element			Curriculum reference(s)
M8	Count reliably up to five and with some inconsistencies, up to 10 objects; know the value of numerals from one to 10; relate numbers to groups of objects reliably to five and with support to 10			N1/M8.3a–b N1/M8.5a N1/M8.6a–b
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Count a group of people to three			3
2	Count a group of objects to five			5
3	Count a group of objects to four			4
4	Count a group of objects to six			6
5	Count a group of objects to eight			8
6	Count a group of objects to 10			10
INTERPRETATION				
This task asks the learner to show her/his ability to count to five and 10, with inconsistencies, by relating numbers to groups of objects and people. As the multiple-choice answers are displayed numerically, selecting the appropriate numeral for response demonstrates the learner's understanding of their value.				
	Number correct	Learner profile information	Next steps	
eM	0–2	The learner has shown little or no understanding of counting to five and 10.	Check the answers to see if the learner was able to count to three. It might be useful to have a group of objects available for the feedback for the learner to count, so you can check if the learner is able to count reliably to three. Use the number cards, too, to check for numerical recognition. See if the learner can group the objects according to the numbers on the cards. If counting to three is reliable, you may want to spend some time working at Milestone 7 to develop the learner's skills in counting to five.	

	Number correct	Learner profile information	Next steps
			If the learner has difficulty understanding the value of numerals and relating this value to groups of objects, you may want to set learning targets as appropriate for her/his individual needs relevant to daily life activities.
C	3–4	The learner was able to recognise the value of some numerals, count to five or 10 and relate numbers to groups of objects.	Use the pattern of answers to determine whether the learner is secure to five and needs to develop number skills to 10. It might be useful to have a group of objects available for the feedback for the learner to count, so you can check if the learner is able to count reliably to five. Use the number cards, too, to check for numerical recognition. See if the learner can group the objects according to the numbers on the cards. This will help to determine whether the areas for development are related to recognition of the numerals, relating numbers to groups of objects or in counting. You may want to set learning targets as appropriate for her/his individual needs relevant to daily life activities.
E	5–6	The learner has been able to count to five and 10, use numerals to record answers and relate numbers to groups of objects.	You may want to discuss with the learner whether s/he wishes to develop her/his counting skills and use of number in other daily life settings where perhaps this skill could be used. If the learner wishes, you may also consider the development of counting skills and the use of number at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.3a – To count up to five

Target 2:

N1/M8.1b – To count up to 10 things

Task no: 2				Subject: Numeracy		Standard: Number: whole numbers	
Task description Comparison of groups of objects							
Level		Curriculum element				Curriculum reference(s)	
M8		Compare two given numbers of objects in groups of up to five communicating which is more and which is less				N1/M8.4a–b	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		Select which group has more from 3 and 2				group on left	
2		Select which group has more from 4 and 5				group on right	
3		Select which group has less from 3 and 5				group on left	
4		Select which group has less from 2 and 4				group on right	
INTERPRETATION							
The task asks the learner to demonstrate understanding of the language of comparison by selecting groups of objects.							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner has not understood or used the language of comparison.		You may wish to have some objects ready for the feedback to see whether the learner understands comparison between groups when using practical resources. It may be that the learner found the task difficult to perform in a two-dimensional context but is able to respond to a practical task. Check for recognition and use of the vocabulary of comparison and relate learning targets to the learner’s personal and daily life goals.	

	Number correct	Learner profile information	Next steps
C	2–3	The learner has been able to understand and use some language of comparison.	Check the pattern of answers to establish whether the learner was able to identify 'less than' or 'more than'. You may wish to have some objects ready for the feedback to see whether the learner understands comparison between groups when using practical resources. It may be that the learner found the task difficult to perform in a two-dimensional setting but is able to respond to a practical task. Discuss when the learner would undertake this activity in her/his daily life, e.g. knowing if s/he has enough cans of drink for a group of people, and set learning targets as appropriate.
E4	4	The learner is able to recognise and apply the language of comparison.	The learner may want to develop her/his skills in a number of wider settings appropriate to her/his personal needs. See if the learner wants to develop her/his skills at Entry 1 with groups to 10.

ILP information

Long-term goal

To add, subtract, multiply and divide using efficient written and mental methods

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.4a – To know which is more in groups up to five

Target 2:

N1/M8.4b – To know which is less in groups up to five

Task no: 3			Subject: Numeracy	Standard: Number: whole numbers
Task description Recognise and use numerals				
Level	Curriculum element			Curriculum reference(s)
M8	When working with numerals from 1 to 10, recognise them and use them			N1/M8.5b–c
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Recognise and use numeral for six			6
2	Recognise and use numeral for three			3
3	Recognise and use numeral for eight			8
4	Recognise and use numeral for four			4
INTERPRETATION				
The task asks the learner to recognise numerals from one to 10 and use them by simulating a bank cash card activity. As the written name of the required digit appears in the screen instruction, there is the potential for the learner to recognise the number by its written name in addition to sound instructions.				
	Number correct	Learner profile information	Next steps	
eM	0–1	The learner is not yet relating spoken and written numbers to the appropriate digit.	Talk to the learner about the activity to establish if s/he had difficulty in undertaking this activity in a simulated context. Use the number cards to 10 as part of the feedback to establish which numbers the learner is able to recognise and which need to be developed. Discuss daily activities, e.g. cooking, where the learner can apply this skill in a personal context.	
C	2–3	The learner has been able to recognise and use some numerals to 10.	Use the number cards to 10 as part of the feedback to establish which numbers the learner is able to recognise and which need to be developed. Discuss daily activities, e.g. cooking, where the learner can apply this skill in a personal context.	

	Number correct	Learner profile information	Next steps
E	4	The learner is able to recognise and use numbers to 10.	The task used four of the possible 11 numerals. You may want to assess recognition of all the numbers between 0 and 10 by using the number cards at the feedback. If you are satisfied that the learner's skills are secure, talk to her/him about daily life activities where the learner can explore using her/his skills in new settings e.g. selecting lift buttons and writing down telephone numbers. Discuss with her/him whether s/he wishes to explore developing number skills at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.5b-c – To know and use numbers from 0 to 10

Task no: 4			Subject: Numeracy	Standard: Number: whole numbers
Task description Adding to five and 10				
Level	Curriculum element			Curriculum reference(s)
M8	Add single-digit numbers reliably to five and, with support, to 10			N1/M8.7a–b
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Addition to three			3
2	Addition to five			5
3	Addition to four			4
4	Addition to five			5
5	Addition to four			4
6	Addition to five			5
7	Addition to six			6
8	Addition to ten			10
9	Addition to nine			9
10	Addition to seven			7
INTERPRETATION				
<p>This task assesses adding single-digit numbers to five reliably and with support to 10. There are 10 items in the task. The first five, which assess adding to five reliably, are free text entry so that the learner can demonstrate understanding and comprehension of the operation. The last five items which assess adding to 10 with support, are multiple-choice questions to give the learner visual support.</p>				
	Number correct	Learner profile information		Next steps
eM	0–3	The learner has difficulty adding reliably to five and, with support, to 10.		Analyse the pattern of answers within the groups of items to establish whether the learner was able to perform any of the additions to five. If there was difficulty with the first five items, it would appear that the learner needs to do some more work at Milestone 6 to develop her/his skills counting to three and five.

	Number correct	Learner profile information	Next steps
			If the learner did not get any of the first five items correct but did get some of the second set correct, it would still suggest that s/he is not showing knowledge and comprehension of the task. Explore daily life activities to develop number skills.
C	4–7	The learner is showing some understanding of addition to five and 10.	Analyse the pattern of answers within the groups of items to establish firstly whether the learner was able to perform the additions to five. If there was difficulty with the first five items, it would appear that the learner needs to do some more work to develop her/his skills counting to five. If the learner did not get any of the first five items correct but did get some of the second set correct, it would still suggest that s/he is not showing knowledge and comprehension of the task. At the feedback use the number cards with operation sign cards to set some tasks to explore the areas for development. If the learner was able to answer the free text entry questions correctly, set targets to develop addition to 10.
E	8–10	The learner is able to add single-digit numbers to five reliably and, with support, to 10.	Discuss with the learner where s/he can apply these skills in daily life in a wider range of settings and set learning targets to support this. The learner may want to develop her/his skills performing addition to 10 without support at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.7a – To add numbers to five

Target 2:

N1/M8.7b – To add numbers to 10 with help

Task no: 5			Subject: Numeracy	Standard: Number: whole numbers
Task description Subtraction to five and 10				
Level	Curriculum element			Curriculum reference(s)
M8	Subtract single-digit numbers reliably from numbers to five and, with support, from numbers to 10			N1/M8.8a–b
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Subtraction from three			2
2	Subtraction from four			2
3	Subtraction from five			1
4	Subtraction from six			3
5	Subtraction from eight			6
6	Subtraction from 10			4
INTERPRETATION				
This task assesses subtracting single-digit numbers to five reliably and, with support, to 10. There are six items in the task. The first three, which assess subtracting to five reliably, are free text entry so that the learner can demonstrate understanding and comprehension of the operation. The last three items which assess subtracting to 10 with support, are multiple-choice questions to give the learner visual support.				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner has difficulty subtracting reliably to five and, with support, to 10.		Analyse the pattern of answers within the groups of items to establish whether the learner was able to perform any of the subtractions to five. If there was difficulty with the first three items, it would appear that the learner needs to do some more work at Milestone 6 to develop her/his subtraction skills to three and five. If the learner did not get any of the first three items correct but did get some of the second set correct, it would still suggest that s/he is not showing knowledge and comprehension of the task. Explore daily life activities to develop number skills.

	Number correct	Learner profile information	Next steps
C	3–4	The learner is showing some understanding of subtraction to five and 10.	Analyse the pattern of answers within the groups of items to establish whether the learner was able to perform the subtractions to five. If there was difficulty with the first three items, it would appear that the learner needs to do some more work to develop her/his subtraction skills to five. If the learner did not get any of the first three items correct but did get some of the second set correct, it would still suggest that s/he is not showing knowledge and comprehension of the task. At the feedback use the number cards with operation sign cards to set some tasks to explore the areas for development. If the learner was able to answer the free text entry questions correctly, set targets to develop subtraction to 10.
E	5–6	The learner is able to subtract single-digit numbers to five reliably and with support to 10.	Discuss with the learner where s/he can apply these skills in daily life in a wider range of settings and set learning targets to support this. The learner may want to develop her/his skills performing subtraction to 10 without support at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.8a – To take away numbers to five

Target 2:

N1/M8.8b – To take away numbers, with help, to 10

Task no: 6			Subject: Numeracy	Standard: Number: whole numbers
Task description Using ordinal numbers				
Level	Curriculum element			Curriculum reference(s)
M8	Use ordinal numbers from first to fifth when describing the position of objects and people			N1/M8.9a–b
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Understand ordinal for first			first person in race
2	Understand ordinal for third			third person in race
3	Understand ordinal for fifth			fifth person in race
4	Understand ordinal for second			second taxi on rank
5	Understand ordinal for fourth			fourth taxi on rank
INTERPRETATION				
The task assesses the learner's understanding of the use of ordinals to five to describe the position of people in a race and taxis in a rank by selecting the person or object.				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner has not shown a full understanding of the task or use of ordinals in context.		Use a picture prompt or some objects to discuss the task. Assess what ordinals the learner can understand and use in a practical situation. If the learner is able to apply ordinals to three, set targets to develop her/his understanding of ordinals to five by application to daily life contexts, e.g. people in a queue, the sequence of events, for instance, arriving at work, college, day centre. If the learner is not able to use ordinals to three, set targets at Milestone Seven.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has shown some understanding and use of ordinals to five.	Analyse the pattern of correct/incorrect answers to establish whether the learner can securely use ordinals to three. Discuss the task using a picture prompt or some objects. Set targets to develop the learner's use of ordinals between three and five as appropriate to her/his personal needs and daily activities and to develop the application of ordinals to events, e.g. people in a queue, actions when arriving at work, college, day centre, etc.
E	5	The learner can understand and use ordinals to describe the position of objects and people.	Discuss activities which require using ordinals to describe the sequence of events, for instance, following instructions or a recipe, to see if the learner needs to extend her/his skills to this context. You may want to discuss developing her/his skills at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.9a – To use ordinals to five to describe the position of objects

Target 2:

N1/M8.9b – To use ordinals to five to describe the position of people

Target 3:

N1/M8.9c – To use ordinals to five to describe the position of events

Task no: 7				Subject: Numeracy		Standard: Number: whole numbers	
Task description Using operation signs							
Level		Curriculum element				Curriculum reference(s)	
M8		Recognise and apply + – =				N1/M8.10a–c	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		Recognise and apply –				–	
2		Recognise and apply +				+	
3		Recognise and apply =				=	
INTERPRETATION							
This task sets three items to assess the learner’s understanding of the use of the operation signs + – = in the context of a calculator task. It would be useful to have a calculator available for feedback as, if the learner did have difficulty, it may be related to undertaking the task in a two-dimensional format rather than in a practical way.							
	Number correct	Learner profile information			Next steps		
eM	0–1	The learner has not shown an understanding of the practical application of the operation signs.			Use a calculator or the number cards with the operation sign cards to explore the learner’s understanding of this task. If the learner has difficulty in showing an understanding of application to a practical situation, it would be appropriate to set targets at Milestone 7 to develop understanding.		
C	2	The learner has shown some understanding and application of some operation signs.			Look at the individual items to check where the difficulties are. Use a calculator or the number cards with the operation sign cards to explore the the learner’s understanding of this task. Set targets to develop the learner’s skills as appropriate.		
E	3	The learner does not have any problems with recognising and applying numerical operation signs.			Talk to the learner about setting targets to develop her/his skills at Entry 1 in interpreting operations in practical situations at Entry 1.		

ILP information

Short-term goals (dependent upon the learner)

Target 1:

N1/M8.10a – To recognise and apply +

Target 2:

N1/M8.10b – To recognise and apply –

Target 3:

N1/M8.10c – To recognise and apply =

Task no: 8				Subject: Numeracy		Standard: Measures, shape and space: common measures			
Task description Relate events to days of the week									
Level		Curriculum element				Curriculum reference(s)			
M8		Relate familiar events to days of the week				MSS1/M8.1a			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Identify word for Friday				Friday			
2		Identify word for Monday				Monday			
3		Identify word for Thursday				Thursday			
4		Identify word for Sunday				Sunday			
INTERPRETATION									
This task assesses the learner's knowledge of the days of the week in the context of a picture calendar. The learner is required to identify the names of the days of the week by making an association from the picture prompts. It might be useful for further assessment to use information from personal timetables and routines as picture prompts for word identification and matching. As the task does not assess understanding the words for significant times of the day, it might also be useful to have these cards available to undertake this areas of assessment, too, related to the learner's personal timetable or routine.									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner has difficulty in relating events to the names of days of the week.				The task has only been able to relate to a number of general events to assess the learner's understanding. It would be useful to use the learner's personal timetable or calendar of familiar events for further assessment. You may wish to use the name cards for the days of the week to assist with this. Link targets to the learner's personal routine. If more appropriate, set targets at Milestone 7.			
C	2–3	The learner has recognised some days of the week.				Look at the pattern of answers to identify which days of the week the learner needs to do further work on. Relate the learning targets to the learner's personal timetable to develop the relationship of names to events.			

	Number correct	Learner profile information	Next steps
E	4	The learner is able to recognise the names of the days of the week.	Use the learner's personal timetable or routine to check for understanding. If appropriate, set targets at Entry 1 to develop vocabulary to seasons of the year.

ILP information

Long-term goal

To add, subtract, multiply and divide sums of money and record results

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M8.1a – To use the names of days of the week

Target 2:

MSS1/M8.1b – To use the names of times in the day

Task no: 9				Subject: Numeracy		Standard: Measures, shape and space: common measures			
Task description Use of comparative vocabulary									
Level		Curriculum element				Curriculum reference(s)			
M8		Describe and compare difference in sizes between two items where the difference is marked				MSS1/M8.2b			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Determine which is bigger from two objects				clock on right			
2		Determine which is smaller from two objects				computer on left			
3		Determine which is larger from two objects				box on right			
INTERPRETATION									
This task assesses the learner's understanding of comparative vocabulary using images where the difference in size is marked between two items.									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner has not been able to apply comparative vocabulary to the assessment items.				You may want to have some practical objects to support the assessment feedback, such as measuring objects like a jug or bottles, or objects of different sizes. See if the learner can use comparative vocabulary in a practical activity and set learning targets related to personal goals and daily activities.			
C	2	The learner has some understanding of comparative vocabulary.				Look at the pattern of correct/incorrect answers to see what the learner needs to work on. You may want to have some practical objects to support the assessment feedback, such as measuring objects like a jug or bottles, or objects of different sizes. See if the learner can use comparative vocabulary in a practical activity and set learning targets related to personal goals and daily activities.			

	Number correct	Learner profile information	Next steps
E	3	The learner is able to use comparative vocabulary to describe the difference between two items.	You may want to discuss targets at Entry 1 to develop the learner's comparative vocabulary.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M8.2b – To use the words larger, bigger, smaller, to describe two things

Task no: 10				Subject: Numeracy		Standard: Measures, shape and space: common measures			
Task description Use of comparative vocabulary									
Level		Curriculum element				Curriculum reference(s)			
M8		Describe and compare the lengths and heights of two items, where the difference is marked, using simple comparative vocabulary				MSS1/M8.3b			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Determine which is longer				piece at the top			
2		Determine which is shorter				child on right			
3		Determine which is taller				child on left			
INTERPRETATION									
This task assesses the learner's understanding of comparative vocabulary using images where the difference in size is marked between two items.									
	Number correct	Learner profile information			Next steps				
eM	0–1	The learner has not been able to compare the lengths and heights of two items			You may want to have some practical objects to support the assessment feedback, such as objects of different lengths. See if the learner can use comparative vocabulary in a practical activity and set learning targets related to personal goals and daily activities.				
C	2	The learner has been able to use some comparative vocabulary related to lengths and heights			Look at the pattern of correct/incorrect answers to see what the learner needs to work on. You may want to have some practical objects to support the assessment feedback, such as objects of different lengths. See if the learner can use comparative vocabulary in a practical activity and set learning targets related to personal goals and daily activities.				
E	3	The learner is able to use comparative vocabulary related to lengths and heights.			You may want to discuss learning targets at Entry 1 with the learner.				

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M8.3a – To use the words long, short, tall to describe things

Target 2:

MSS1/M8.3b – To use the words longer, shorter, taller to describe things

Task no: 11			Subject: Numeracy	Standard: Measures, shape and space: common measures
Task description Recognition of coins to £2.00				
Level	Curriculum element			Curriculum reference(s)
M8	Recognise and select coins up to £2.00			MSS1/M8.6a
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Identify 50p coin			50p
2	Identify £1.00 coin			£1.00
3	Identify 20p coin			20p
4	Identify £2.00 coin			£2.00
INTERPRETATION				
This task covers the recognition of coins up to £2.00. It is not possible to cover part 'b' of this assessment owing to copying issues of bank notes. For both parts of this element, it is preferable for learners to be assessed using real notes and coins as they can then handle and feel them. You might have some coins and notes ready to support the next steps of feedback.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner has difficulty recognising the range of coins to £2.00.		Support the feedback with a collection of real coins to assess whether the learner has difficulty recognising real coins or whether the difficulty was recognising them on paper. Set learning targets using some of the sample activities used in the Pre-entry Curriculum Framework.
C	2–3	The learner is able to recognise some coins up to £2.00.		Support the feedback with a collection of real coins to assess whether the learner has difficulty recognising real coins or whether the difficulty was recognising them on paper. Look at the pattern of right and wrong answers from the task to identify which particular coins the learner does not yet know.

	Number correct	Learner profile information	Next steps
E	4	The learner does not have any difficulty recognising coins to £2.00	You may want to assess part 'b' of this element to check recognition of notes to £10.00 using real money. If the learner is confident in both parts of this assessment, you may want to set targets at Entry 1 to extend her/his knowledge of coins and notes.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS1/M8.6a – To recognise and select coins up to £2.00

Target 2:

MSS1/M8.6b – To recognise and select £5.00 and £10.00 notes

Task no: 12 Subject: Numeracy Standard: Measures, shape and space: shape and space			
Task description Recognising and describing 2-D shapes			
Level	Curriculum element		Curriculum reference(s)
M8	Recognise some common 2-D shapes, using a familiar and simple vocabulary to describe their shape, size and attributes		MSS2.M8.1a–b, e–f, g, i
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identify a circle		circle
2	Identify a square		square
3	Identify a triangle		triangle
4	Identify shapes with straight sides		square, rectangle, triangle
5	Identify shapes with curved sides		both circles
6	Identify a smaller shape		circle 2
INTERPRETATION			
This task consists of six items that assess the learner’s ability to recognise common 2-D shapes and to use vocabulary to describe them. You may want to support assessment feedback by using a set of shape cards to use as a discussion prompt with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has not been able to recognise the range of 2-D shapes or use vocabulary to describe them.	Use a collection of familiar shapes to talk to the learner about her/his everyday setting to give the learner the opportunity to identify some of these shapes by given names. You may want to do some more supportive work at Milestone 7 to develop a growing awareness of 2-D shapes and descriptive vocabulary.

	Number correct	Learner profile information	Next steps
C	3–4	The learner is able to recognise the names of some 2-D shapes and use vocabulary to describe them.	Use a collection of familiar shapes to talk to the learner about her/his everyday setting to give the learner the opportunity to identify some of these shapes by given names. Use images to talk about the shapes which the learner did not identify to see if s/he can pick out these shapes in a real context. Set learning targets to support this development. You could use some of the sample activities from the Pre-entry Curriculum Framework to support this.
E	5–6	The learner has correctly identified all the 2-D shapes and used vocabulary to describe them.	The learner is ready to work at Entry 1 and to develop a growing vocabulary to describe their shape, size and attributes.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M8.1 – To know some 2-D shapes and use the words to describe them

Task no: 13 Subject: Numeracy Standard: Measures, shape and space: shape and space			
Task description Recognise and describe common 3-D shapes			
Level	Curriculum element		Curriculum reference(s)
M8	Recognise some common 3-D shapes, using a familiar and simple vocabulary to describe their shape, size and attributes		MSS2/M8.2b–d, f–g
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identify objects with curved sides		tennis ball and football
2	Identify objects with flat sides		both boxes
3	Identify larger box		the crate
INTERPRETATION			
This task consists of three items and assesses the learner's ability to use language that describes the shape, size and attributes of common 3-D shapes – a sphere and a cube.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has not been able to recognise or use familiar simple vocabulary to describe common 3-D shapes.	The learner may have had difficulty with undertaking an assessment of 3-D shapes in a 2-D format. It might be useful for the assessment feedback to have a collection of objects to discuss, such as a ball and cube, so that the learner can handle them and undertake a practical activity in which s/he can describe and compare them. Use this discussion as the basis for identifying the learning targets (at Milestone 7 if this is more appropriate) and use objects which are familiar to the learner in her/his daily life to develop her/his vocabulary.

	Number correct	Learner profile information	Next steps
C	2	The learner has been able to recognise and use some familiar simple vocabulary to describe common 3-D shapes.	The learner may have had difficulty with undertaking an assessment of 3-D shapes in a 2-D format. It might be useful for the assessment feedback to have a collection of objects to discuss, such as a ball and cube, so that the learner can handle them and undertake a practical activity in which s/he can describe and compare them. Use this discussion as the basis for identifying the learning targets and use objects which are familiar to the learner in her/his daily life to develop her/his vocabulary.
E	3	The learner has been able to recognise and use familiar simple vocabulary to describe common 3-D shapes.	If you have a collection of practical objects for the feedback it might be useful to check the learner's use and understanding of some of the vocabulary not included in this task, e.g. straight, smaller, ball, box. If you are satisfied that the learner's skills are secure at Milestone 8, you might want to discuss with the learner how s/he may want to develop her/his use of this vocabulary in other settings relevant to her/his daily life. If the learner wants to develop her/his skills at Entry 1, you might wish to discuss appropriate learning targets.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M8.2 – To know and use words that are used to describe 3-D shapes

Task no: 14			Subject: Numeracy	Standard: Measures, shape and space: shape and space
Task description Identification of shapes				
Level	Curriculum element			Curriculum reference(s)
M8	Identify and select a variety of shapes to make simple models, pictures and patterns			MSS2/M8.3b–c
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Identify shapes to make a picture			rectangle, square and triangle
2	Identify shapes to make a picture			circle, triangle
3	Identify shapes to make a pattern			square and triangle
4	Identify shapes to make a pattern			triangle, circle
INTERPRETATION				
The task uses four items to assess the learner’s ability to recognise common 2-D shapes in models, pictures and patterns. Three shapes are shown as multiple-choice answers, i.e. a rectangle, square and triangle, to support the learner’s visualisation of this task.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner is having difficulty with recognising the 2-D shapes in the images.		For this feedback, it would be useful if you had a variety of pictures and images with very clear geometric shapes in them and some 2-D shape cards. Discuss the shapes in the images with the learner and see if s/he is able to identify and overlay the shapes on the images with the shapes cards. Use everyday objects that are familiar to the learner to describe in terms of their geometric shapes. Use this activity to establish the learning targets which may be set at Milestone 7 if this is more appropriate.

	Number correct	Learner profile information	Next steps
C	2–3	The learner has recognised and selected some 2-D shapes in the images.	For this feedback, it would be useful if you had a variety of pictures and images with very clear geometric shapes in them and some 2-D shape cards. Discuss the shapes in the images with the learner and see if s/he is able to identify and overlay the shapes on the images with the shape cards. Use this activity to establish the learning targets to develop the learner's identification of shapes in everyday familiar objects.
E	4	The learner has recognised and selected the 2-D shapes in the images.	Discuss with the learner how s/he wants to develop her/his skills. The learner may wish to develop the vocabulary used to describe everyday familiar objects in other settings, for instance art and design, or develop recognition and naming of common 2-D and 3-D shapes at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M8.3a – To know and select shapes to make models

Task no: 15 Subject: Numeracy Standard: Measures, shape and space: shape and space			
Task description Understand and use positional language			
Level	Curriculum element		Curriculum reference(s)
M8	Understand and apply simple positional vocabulary		MSS2/M8.4a–d, f
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Locate sign above the people		top sign
2	Locate person inside the shop		man inside shop
3	Locate cover over baby		pushchair roof
4	Locate pet in the shop		cat in shop
5	Locate man behind the pram		man pushing pram
6	Locate pet outside shop		dog outside shop
INTERPRETATION			
The task assesses the learner’s understanding and application of six items of positional vocabulary using one image and asking her/him to show application of the language by selecting the relevant parts of the image in response to the instructions			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has not shown understanding and application of positional vocabulary within the context of this task.	Discuss the various elements of vocabulary using the feedback setting as a prompt to establish if the learner demonstrates understanding and application in a practical setting. Use this discussion to check the learner’s correct task responses and to set learning targets to develop understanding and use of vocabulary in daily life contexts, at Milestone 7 if this is more appropriate.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has shown some understanding of the use and application of positional vocabulary within the context of this task.	Use the pattern of correct/incorrect answers to establish which aspects of positional language the learner needs to learn. You may wish to use a picture prompt or the feedback setting to discuss the aspects of language and establish if the learner is showing understanding and application of the vocabulary in a practical setting. Use this discussion to check the learner's correct task responses and to set learning targets to develop understanding and use of vocabulary in daily life contexts.
E	5–6	The learner is able to understand and apply positional language.	Discuss with the learner how s/he would like to develop the use of positional vocabulary. The learner may wish to develop her/his skills at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M8.4 – To know and use words that describe the position of things

Task no: 16 Subject: Numeracy Standard: Measures, shape and space: shape and space			
Task description Understand and use directional language			
Level	Curriculum element		Curriculum reference(s)
M8	Understand and apply direction of movement in simple statements		MSS2/M8.5a–c
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Understand the term ‘on the right’		the woman
2	Understand and apply directional language ‘down’		the man
3	Understand and apply directional language ‘backwards’		the woman
4	Understand and apply directional language ‘up’		the woman
5	Understand the term ‘on the left’		the man
6	Understand and apply directional language ‘forwards’		the man
INTERPRETATION			
The task assesses the learner’s understanding an application of six items of directional vocabulary using one image and asking her/him to show application of the language by selecting the relevant parts of the image in response to the instructions.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has not shown understanding and application of directional vocabulary within the context of this task.	Discuss the various elements of vocabulary using the feedback setting as a prompt to establish if the learner demonstrates understanding and application in a practical situation. Use this discussion to check the learner’s correct task responses and to set learning targets to develop understanding and use of vocabulary in daily life contexts, at Milestone 7 if this is more appropriate.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has shown some understanding of the use and application of directional vocabulary within the context of this task.	Use the pattern of correct/incorrect answers to establish which aspects of directional language the learner needs to learn. You may wish to use a picture prompt or the feedback setting to discuss the aspects of language and establish if the learner demonstrates understanding and application in a practical situation. Use this discussion to check the learner's correct task responses and to set learning targets to develop understanding and use of vocabulary in daily life contexts.
E	5–6	The learner is able to understand and apply directional language.	Discuss with the learner how s/he would like to develop the use of directional vocabulary. The learner may wish to develop her/his skills at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

MSS2/M8.5 – To know and use words that describe the direction of people and things

Task no: 17 Subject: Numeracy Standard: Handling data: data			
Task description Lists up to five			
Level	Curriculum element		Curriculum reference(s)
M8	Recognise, describe and create lists of up to five items that are ordered numerically and alphabetically		HD1/M8.1 items a–b
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identify missing numerals in list to five		2, 3
2	Identify missing letters in list to 'e'		b, d
INTERPRETATION			
There is one mark for each answer in this task. The learner has to get both parts of the question right and in the correct order to get a mark. The task asks the learner to complete two items, one a list by number and the other a list using alphabetical order.			
	Number correct	Learner profile information	Next steps
eM	0	The learner has difficulty in creating numerically and alphabetically ordered lists to five within the context of this task.	Analyse the pattern of responses to determine whether the learner had difficulty with both the numerical and alphabetical aspects of the task. You might want to have both number and alphabet cards available to support this feedback. Discuss number and alphabetical order with the learner and the kinds of situations where s/he might see and use them. You might want to focus on one aspect first (e.g. numerical ordering) to form learning targets (which can be set at Milestone 7 if more appropriate).

	Number correct	Learner profile information	Next steps
C	1	The learner has some difficulty in creating numerically and alphabetically ordered lists to five within the context of this task.	Analyse the pattern of responses to determine whether the learner had difficulty with both the numerical and alphabetical aspects of the task. You might want to have both number and alphabet cards available to support this feedback. Discuss number and alphabetical order with the learner and the kinds of situations where s/he might see and use them. You might want to focus on one aspect first (e.g. numerical ordering) to form learning targets.
E	2	The learner can create numerically and alphabetically ordered lists to five.	Discuss with the learner the situations where s/he might use these skills and set targets to extend them to a range of situations as appropriate for the learner. This task has not covered order by pattern or sequence so you might want to assess the learner's understanding of this convention, too. The learner may wish to develop her/his skills at Entry 1 by using her/his skills to extract information from lists.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M8.1a – To order lists to five by number

Target 2:

HD1/M8.1b – To order lists to five by letter

Target 3:

HD1/M8.1c – To order lists to five by pattern or sequence

Task no: 18			Subject: Numeracy	Standard: Handling data: data
Task description Sorting objects by a single criterion				
Level	Curriculum element		Curriculum reference(s)	
M8	Sort objects by a single criterion		HD1/M8.2	
DIAGNOSTIC SCHEME				
Item no.	Objective/item description		Answer	
1	Sorting by the colour green		1, 3, 4	
2	Sorting by quantity – two litres		2, 5	
3	Sorting by size – height		1, 3, 4	
4	Sorting by shape – circular		1, 3, 5	
5	Sorting by colour – blue		1, 3	
INTERPRETATION				
<p>This task asks the learner to sort objects by colour, quantity, size and outline shape by clicking to select from the five items on the screen. You might also wish to have a collection of objects available for the feedback as the learner may prefer to undertake this activity in a practical way. As the task did not include weight and function, the collection could include objects like keys and cans of food to assess this aspect of the indicator, too. This would also provide the support to assess part ii of the indicator, which is up to 10 items.</p>				
	Number correct	Learner profile information	Next steps	
eM	0–1	The learner has difficulty in sorting up to five objects by a single given criterion.	Use the collection of practical materials as suggested in the task interpretation to assess the learner's skills in a practical supported situation. Discuss when s/he may be performing this activity in her/his daily life and set targets accordingly (at Milestone 7 if more appropriate).	

	Number correct	Learner profile information	Next steps
C	2–3	The learner has some difficulty in sorting up to five objects by a single given criterion.	Use the collection of practical materials, as suggested in the task interpretation, to assess the learner's skills in a practical supported situation. Also use this activity to assess sorting by weight and function. Discuss when s/he may be performing this activity in her/his daily life and set targets accordingly.
E	4–5	The learner can sort by colour, quantity, size and outline shape.	Use the collection of objects to assess sorting by weight and function, and objects in collections up to 10. If the learner is able to do this too, discuss where s/he might use these skills in daily life, e.g. sorting colours for washing clothes. Set targets to develop these skills in a range of settings as appropriate to the learner's needs or to develop them at Entry 1 if the learner wants to do so.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M8.2a – To sort things by outline shape

Target 2:

HD1/M8.2b – To sort things by size

Target 3:

HD1/M8.2c – To sort things by weight

Target 4:

HD1/M8.2d – To sort things by quantity

Target 5:

HD1/M8.2e – To sort things by colour

Target 6:

HD1/M8.2f – To sort things by function

Task no: 19 Subject: Numeracy Standard: Handling data: data			
Task description Solving problems with numbers to five and 10			
Level	Curriculum element	Curriculum reference(s)	
M8	Solve given problems involving numbers up to five and, with support, to 10	HD1/M8.4a–b	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Counting to four and five	no	
2	Subtracting two from four	2	
3	Counting to six	6	
4	Subtracting eight from 10 or counting on from eight to 10	2	
5	Counting to seven	7	
INTERPRETATION			
<p>The task consists of five items that ask the learner to apply her/his knowledge of number to practical situations in order to solve problems. The first item is based on a ‘yes’ or ‘no’ response and the other four items are multiple-choice responses, which give the learner the support of having a representation of the numbers involved. You may wish to analyse the results of this task alongside the relevant number tasks to assess whether the learner has difficulty performing the numerical operation required or if s/he has difficulty in recognising which operation to apply in order to solve the problem.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has difficulty in solving given number problems to five and 10	Use a collection of familiar objects to work through some of the same problems with the learner to see whether s/he is able to work out the solution in a practical way. The learner may have had difficulty conceptualising the problem on screen. If you have a collection of objects familiar to the learner, s/he may find it useful to explore the problems in a practical way. Check this task against the number task to establish whether the learner can perform the correct operations but has difficulty applying the operation to a real-life situation.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has some difficulty in solving given number problems to five and 10.	Look at the learner's pattern of correct/incorrect answers to establish where the difficulties were. The first item asks the learner to count the people and the chairs to identify whether there are enough, the second asks them to take two from four, the third to count to six, the fourth to take six from eight and the fifth to count to seven. Discuss the items with the learner to see whether s/he was able to identify which operation was needed to solve the problem. If you have a collection of objects familiar to the learner, s/he may find it useful to explore the problems in a practical way. Check this question against the number task to establish whether the learner can perform the correct operations but has difficulty applying the operation to a real-life situation.
E	5	The learner has been able to apply the correct numerical operations to solve the problems set in this task.	The learner may want to set learning targets at Entry 1 working reliably with numbers to 10 or to use her/his present knowledge in a wider range of daily activities.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

HD1/M8.4a – To use number to work out problems to five

Target 2:

HD1/M8.4b – To use number to work out problems to 10 with help

Task No: 1			Subject: Numeracy	Standard: Number: whole numbers
Task description Understand, order and sequence numbers from 0–10				
Level	Curriculum elements			Curriculum reference(s)
Entry 1	Understand, order and sequence numbers from 0–10			N1/E1.1 N1/E1.2 N1/E1.3
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	E1.1	Count the number of people in a group		6
2	E1.1	Know that although items have been re-arranged, the number remains the same		Yes
3	E1.2	Write down the emergency phone number as three separate digits		999
4	E1.2	Recognise digits between 0 and 10 on a keypad – number recognition		7
5	E1.2	Recognise the word ‘zero’ as the digit 0 – number recognition		0
6	E1.3	Understand ordinal numbers		3
7	E1.3	Order numbers between 0 and 10		1, 2, 3, 4
8	E1.3	Order numbers between 0 and 10		7, 8, 9, 10
9	E1.3	Understand the words ‘more than’		9
10	E1.3	Understand the words ‘less than’		9
INTERPRETATION				
<p>The learner is given a series of problems related to understanding, order and sequence of numbers from 0–10, in words and numbers, including the relationship between cardinal and ordinal numbers and knowledge of ‘more than’ and ‘less than’.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to understand, order and sequence numbers from 0–10.	Check skills at Pre-entry, in order to determine what skills are in place (Milestone 8 Task 1).
C	4–7	There are some gaps in number skills here.	Check the pattern of errors to identify any particular areas of difficulty, e.g. number sequence. You might also want to check if the learner has any difficulties with the language of maths.
E	8–10	Skills in this task appear to be sound.	Check these skills at Entry 2 (Task 1), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the question.

ILP information

Long-term goal

To count, order and compare numbers up to 10 reliably, including zero

Short-term goals (dependent upon the learner)

Target 1:

N1/E1.1 – To count up to 10 using everyday ‘objects’

Target 2:

N1/E1.1 – To count on and back from any single digit number

Target 3:

N1/E1.2 – To read and write numbers up to 10, including zero

Target 4:

N1/E1.3 – To understand the vocabulary of comparing numbers, e.g. more than, less than, first, second, third

Task no: 2			Subject: Numeracy	Standard: Number: whole numbers
Task description Understand, add, subtract and equals for numbers 0–10				
Level	Curriculum elements			Curriculum reference(s)
Entry 1	Understand, add, subtract and equals for numbers 0–10			N1/E1.4 N1/E1.5 N1/E1.6
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	E1.6	Recognise 'add' is the + sign		+
2	E1.6	Recognise 'equals' is the = sign		=
3	E1.4	Add two single digits together, linear format		8
4	E1.4 E1.5	Understand the inverse of + is –		2
5	E1.4 E1.5	Understand the inverse of + is –		7
6	E1.4	Recognise that different combinations can add up to the same number		1 + 5
7	E1.5	Understand the operation for 'take away' is subtraction		4
8	E1.5	Understand that taking away 0 leaves the number unchanged		6
9	E1.5	Know that the 8 – 'x' side must make 3 to match the 3 on the other side		5
10	E1.5	Understand = means 'the same as'		2
11	E1.5	Recognise that different combinations give the same answer		10 – 7
12	E1.6	Recognise that the correct operation is +		+
13	E1.6	Recognise that the correct operation is –		–
INTERPRETATION				
<p>The learner is given a series of problems related to addition and subtraction of numbers 0–10 in different formats. The learner is also asked to demonstrate an understanding of the use of +, – and = symbols in a range of formats, including recognition of the symbols following a word prompt.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				

	Number correct	Learner profile information	Next steps
eM	0–3	Knowledge of number bonds from 0–10 does not appear to be in place.	The learner's skills will need to be checked at Pre-entry in order to obtain clear information about what skills are actually in place (Milestone 8, Task 5).
C	4–10	There are some gaps in addition and subtraction skills here.	Check the pattern of errors to identify any particular areas of difficulty, for example the format of problems, knowledge of mathematical signs. You might also want to check if the learner has any difficulties with the language of maths. You may also want to check the security of the learner's number bonding skills at this level.
E	11–13	Skills in this task appear to be sound.	Check these skills at Entry 2 (Task 2), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the particular question. You may also want to check the security of the learner's number bonding skills at this level.

ILP information

Long-term goal

To add and subtract with numbers up to 10 and to be secure with recognising and using the symbols + – =

Short-term goals (dependent upon the learner)

Target 1:

N1/E1.6 – To understand, recognise and use the symbols + – = with ease

Target 2:

N1/E1.4 – To add single digits with totals to 10 using both mental and paper strategies and to understand that addition is commutative, i.e. it doesn't matter which number is added first

Target 3:

N1/E1.4. – To know all the number bonds that make 10

Target 4:

N1/E1.5 – To subtract single digit numbers from numbers up to 10 using both mental and paper strategies, understanding that subtracting a zero leaves a number unchanged and that subtraction is not commutative

Task no: 3 Subject: Numeracy Standard: Number: whole numbers			
Task description Use a calculator to check calculations			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Use calculator to check calculations using whole numbers		N1/E1.7
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E1.7	Recognise the equals sign on a calculator	=
2	E1.7	Recognise the minus sign on a calculator	–
3	E1.7	Check subtraction with zero	Incorrect
4	E1.7	Check a three stage addition	Correct
INTERPRETATION			
This task is tutor observed, using the Calculator checklist. The learner is required to identify function keys on a calculator and use a calculator to check the accuracy of two given calculations and in different formats.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have problems identifying maths function keys on the calculator.	Check that the learner is familiar with maths signs and numbers. If there have been problems in Tasks 1 and/or 2, you may also want to check the learner's skills at Pre-entry (Milestone 8, Task 7).
C	1–2	The learner's skills may not be secure in this area.	Check the error made to identify the particular area of difficulty, for example knowledge of mathematical signs. You might also want to check if the learner has any difficulties with the language of maths.
E	3–4	The learner's skills appear to be sound at this level.	Check these skills at Entry 2 (Task 5), as the learner may have a higher level of skill.

ILP information

Long-term goal

To use a calculator to check calculations, using whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E1.7 – To know the signs for addition, subtraction and equals

Target 2:

N1/E1.7 – To know how to key in numbers and operators in the right order

Target 3:

N1/E1.7 – To know how to clear the display before starting a new calculation

Task no: 4		Subject: Numeracy	Standard: Measures, shape and space: common measures
Task description Recognise coins			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Recognise coins		MSS1/E1.1
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	E1.1	Recognise a 20p coin from a range of coins	20p
2	E1.1	Recognise a 50p coin from a range of coins	50p
3	E1.1	Recognise a £2 coin from a range of coins	£2
4	E1.1	Recognise a 5p, 10p, 20p, 50p and £1 coin from a range of coins	5p, 10p, 20p, 50p and £1
INTERPRETATION			
The learner is required to demonstrate knowledge of coins to £2, from graphical and written prompts.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
Because of copyright restrictions, there is no representation of notes. If you wish to assess this with the learner, you should do so with real notes.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have problems with coin recognition.	The learner's skills will need to be checked at Pre-entry in order to obtain clear information about what coin recognition skills are actually in place (Milestone 8, Task 11).
C	2–3	The learner seems to have some problems with recognition of particular coins.	Check the pattern of errors to identify any particular areas of difficulty, for example, recognition of a particular coin. Check that the learner recognises notes (£5, £10, £20).
E	4	Skills in this task appear to be sound.	Check these skills at Entry 2 (Task 6), as the learner may have a higher level of skill. Check that the learner recognises notes (£5, £10, £20).

ILP information

Long-term goal

To recognise and select coins and notes

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E1.1 – To know the names and notation (e.g. 10p) of coins and notes

Target 2:

MSS1/E1.1 – To select coins according to value

Task no: 5				Subject: Numeracy		Standard: Measures, shape and space: common measures			
Task description Understand vocabulary related to time – days of the week									
Level		Curriculum elements				Curriculum reference(s)			
Entry 1		Know and sequence the days of the week				MSS1/E1.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1	E1.2	Know the sequence of days of the week and understand the word 'after' in relation to it				Thursday			
2	E1.2	Know the sequence of days of the week and understand the word 'before' in relation to it				Saturday			
INTERPRETATION									
<p>The learner is required to demonstrate a knowledge of the sequence of days of the week, using positional vocabulary.</p> <p>The information from the item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>									
	Number correct	Learner profile information				Next steps			
eM	0	The learner appears to have problems with understanding the sequence of days of the week.				The learner's skills will need to be checked at Pre-entry in order to obtain clear information about her/his knowledge of days of the week (Milestone 8, Task 8).			
C	1	The learner seems to have some insecurity in understanding the sequence of days of the week.				Check the error made to identify the particular area of difficulty – secure knowledge of the sequence of days of the week, in forward and reverse order or understanding of the terms 'before' and 'after'. Check the knowledge of other sequences, such as months, seasons.			
E	2	Skills in this task appear to be sound.				Check time and date skills at Entry 2 (Task 7) as the learner may have a higher level of skill. Check the knowledge of other sequences, such as months, seasons.			

ILP information

Long-term goal

To relate events to times in the day, days of the week and the seasons using the correct vocabulary

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E1.2 – To know the days of the week and their order, using words like ‘first’, ‘before’ and ‘after’ to help with sequencing

Target 2:

MSS/E1.2 – To understand that in the 12-hour clock, times are repeated and that morning and afternoon must be used if the context does not make it obvious

Task no: 6			Subject: Numeracy	Standard: Measures, shape and space: common measures
Task description Comparison of size				
Level	Curriculum elements			Curriculum reference(s)
Entry 1	Understand and make comparisons in size, length, width, height, weight and capacity			MSS1/E1.3 MSS1/E1.4 MSS1/E1.5 MSS1/E1.6
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	E1.3	Recognise the biggest postcard from a choice of four		No 1 – biggest
2	E1.3	Recognise the smallest postcard from a choice of four		No 4 – smallest
3	E1.3	Judge that an object will fit into a given space, from a choice of three		Top left-hand parcel
4	E1.4	Recognise the longest piece of rope from a choice of four		Longest rope – piece at the bottom of the image
5	E1.4	Recognise the shortest plank of wood from a choice of four		Shortest plank – middle right-hand side
6	E1.4	Recognise the narrowest door from a choice of three		Middle door – too narrow
7	E1.4	Recognise the tallest lorry from a choice of three		Lorry 2 – too tall
8	E1.5	Recognise the heaviest tin from a choice of three		Tin 1 – heaviest
9	E1.5	Recognise the lighter person from a choice of two		Person in right-hand hammock
10	E1.6	Recognise the empty bottle from a choice of three		Empty bottle on right
11	E1.6	Recognise that the largest container will fill the bucket quickest		Bucket
INTERPRETATION				
This task looks at the learner's skills in understanding and making comparisons in size, length, width, height, weight and capacity.				
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.				

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have problems ordering and comparing sizes, in a range of everyday contexts.	The learner's skills will need to be checked at Pre-entry in order to obtain clear information about what skills are actually in place (Milestone 8, Tasks 9 and 10).
C	4–8	There are some gaps in the learner's knowledge and understanding of size comparison.	Check the pattern of errors to identify any particular areas of difficulty, for example in any of the contexts used. You might also want to check if the learner has any difficulties with the language of size comparison.
E	9–11	Skills in this task appear to be sound.	Check these skills at Entry 2 (Task 8), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To compare items by size using the correct vocabulary

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E1.3 – To describe the difference in size between two items by using the correct vocabulary, e.g. large/small, larger/largest/smaller/smallest

Target 2:

MSS1/E1.4 – To make direct comparisons for length, width and height and use the correct vocabulary, e.g. long, short, wide, narrow, longer, longest

Target 3:

MSS1/E1.5 – To make direct comparisons for the weight of items, e.g. heavy, light, heavier, heaviest, lighter

Target 4:

MSS1/E1.6 – To make direct comparisons for capacity, e.g. full, empty, holds more than, holds less than

Task no: 7	Subject: Numeracy	Standard: Measures, shape and space: shape and space	
Task description Recognise 2-D and 3-D shapes and understand positional vocabulary			
Level	Curriculum elements	Curriculum reference(s)	
Entry 1	Recognise 2-D and 3-D shapes and understand positional vocabulary	MSS2/E1.1 MSS2/E1.2	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	E1.1 Recognise a triangle from a choice of four 2-D shapes	Triangle – bottom right-hand	
2	E1.1 Recognise a square from a choice of four 4-sided shapes	Square – third figure	
3	E1.1 Recognise a cube from a choice of four 3-D shapes	Cube – fourth figure	
4	E1.2 Understand the word ‘between’ as an indicator of position	No	
5	E1.2 Understand the word ‘behind’ as an indicator of position	Yes	
INTERPRETATION			
<p>This task deals with recognising and naming 2-D and 3-D shapes and understanding everyday positional vocabulary.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have problems recognising 2-D and 3-D shapes and positional vocabulary in a range of everyday contexts.	The learner’s skills will need to be checked at Pre-entry in order to obtain clear information about what skills are actually in place (Milestone 8, Tasks 12, 13, 14 and 15). Language skills (for instance knowledge of names of shapes) would also need to be checked.

	Number correct	Learner profile information	Next steps
C	2–3	There are some gaps in the learner's knowledge and understanding of recognising 2-D and 3-D shapes and positional vocabulary.	Check the pattern of errors to identify any particular areas of difficulty, for example in any of the contexts used, with knowing names for particular shapes. You might also want to check if the learner has any difficulties with the language of shapes and positional vocabulary.
E	4–5	Skills in this task appear to be sound.	Check these skills at Entry 2 (Task 9), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To recognise and name common 2-D and 3-D shapes and use everyday positional vocabulary

Short-term goals (dependent upon the learner)

Target 1:

MSS2/E1.1 – To know the names of common 2-D shapes, e.g. rectangle, square, circle

Target 2:

MSS2/E1.1 – To know the name of common 3-D shapes, e.g. cube

Target 3:

MSS2/E1.1 – To understand that shape is independent of size and orientation

Target 4:

MSS2/E1.2 – To understand everyday positional vocabulary, e.g. between, inside, near to, next to

Task no: 8				Subject: Numeracy		Standard: Handling data: data and statistical measures			
Task description Extracting information from lists, sorting and classifying items using a single criterion									
Level		Curriculum elements				Curriculum reference(s)			
Entry 1		Extract information from lists, sort and classify items using a single criterion				HD1/E1.1 HD1/E1.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1	E1.1	Calculate the total number of items, using a list				6			
2	E1.1	Find a phone number using a name in a list				25			
3	E1.1	Find a name, using a number in a list				4. Dan			
4	E1.2	Recognise straight-sided shapes from five pictures of different shapes				Rectangle and triangle			
5	E1.2	Identify the coins that are less than 20p in value from a group of 7 coins				1p, 2p, 5p and 10p			
INTERPRETATION									
<p>This task looks at the early stages of handling data: extracting simple information from a list, sorting and classifying data using a single criterion.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner appears to have problems with extracting information and sorting and classifying data in a range of everyday contexts.				The learner's skills will need to be checked at pre-entry in order to obtain clear information about what skills are actually in place (Milestone 8, Tasks 17 and 18). Skills (as used in the particular contexts) would also need to be checked.			
C	2–3	There are some gaps in the learner's knowledge and understanding of extracting information and sorting and classifying data in a range of everyday contexts.				Check the pattern of errors to identify any particular areas of difficulty, for example in any of the contexts used. You might also want to check if the learner has any difficulties with the language relating to the particular contexts or terms such as 'less than'.			

	Number Correct	Learner Profile Information	Next Steps
E	4–5	Skills in this unit appear to be sound.	Check these skills at Entry 2 (Task 10), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To extract simple information from lists and to sort objects using one criterion

Short-term goals (dependent upon the learner)

Target 1:

HD1/E1.1 – To extract simple information from lists ordered in different ways, e.g. alphabetically, numerically

Target 2:

HD1/E1.2 – To sort 'objects' using a single criterion, e.g. colour, shape, use, gender

Task no: 1			Subject: Numeracy	Standard: Number: whole numbers
Task description Understand numbers to 100 – count, read, write, order, compare and round				
Level	Curriculum elements			Curriculum reference(s)
Entry 2	Count to 20. Read, write, order and compare numbers to 100 and round numbers to the nearest 10			N1/E2.1 N1/E2.2 N1/E2.6
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	E2.1	Count the number of people in a group		17
2	E2.1	Count groups of 2p and 10p coins to find total amount		46p
3	E2.1	Use a number line to count on in 10s		70
4	E2.1	Understand the number sequence <i>plus two</i> – count on in 2s		16
5	E2.2	Identify the biggest number – understand the position of a digit shows its value		71
6	E2.2	Understand order of number – count on one		62
7	E2.2	Recognise odd and even numbers		File 1 – odd numbers
8	E2.2	Understand the position of a digit shows its value – ' <i>less than</i> '		24
9	E2.2	Understand the position of a digit shows its value – ' <i>more than</i> '		43
10	E2.6	Understand rounding a two digit number in pence to the nearest 10		50p coin
11	E2.6	Use approximation to calculate the number of boxes required		two boxes
INTERPRETATION				
<p>The learner is given a series of problems related to understanding, order and sequence of numbers from 0–10, including counting in groups and counting on, number order, odd and even, place value (more than... less than...) and rounding of numbers in order to make approximate calculations.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to understand, count or order numbers from 0–100.	Check skills at Entry 1 (Task 1), in order to determine what skills are in place.
C	4–8	There are some significant gaps in the learner's number skills.	Check the pattern of errors to identify any particular areas of difficulty, e.g. in counting, sequence of numbers, understanding of symbols. You might also want to check if the learner has any difficulties with the language of maths.
E	9–11	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 1), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To count reliably to 20, read, order and compare numbers up to 100 and round numbers to the nearest 10

Short-term goals (dependent upon the learner)

Target 1:

N1/E2.1 – To count up to 20 starting from any number

Target 2:

N1/E2.2 – To count up to 100 in twos and tens from any two-digit number

Target 3:

N1/E2.2 – To understand about place value by knowing that the position of the digit signifies its value including the use of zero as a place holder

Target 4:

N1/E2.6 – To approximate by rounding numbers to the nearest 10

Task no: 2				Subject: Numeracy		Standard: Number: whole numbers	
Task description Add and subtract two-digit whole numbers							
Level		Curriculum elements				Curriculum reference(s)	
Entry 2		Add and subtract two-digit whole numbers numbers 0–10				N1/E2.3 N1/E2.7	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E2.7		Recognise operation required before choosing correct mathematical symbol		x	
2		E2.7		Recognise operation required from written problem		4 + 8	
3		E2.3		Add two two-digit numbers – linear format		26	
4		E2.3		Know the inverse of add is subtraction – linear format		10	
5		E2.3		Add in columns – with carrying		40	
6		E2.3		Single digit subtracted from two digits – linear format		12	
7		E2.3		Understand that $35 - x = 20$ to balance the 20 on the other side		15	
8		E2.3		Subtract two two-digit numbers – in column format		63	
9		E2.3		Addition problem in words – recognise that ‘total’ means addition		80p	
10		E2.3		Recognise the operation is subtraction from the vocabulary used		7	
INTERPRETATION							
<p>The learner is given a series of problems related to addition and subtraction of two-digit whole numbers in different formats (linear, columns, words), including addition with carrying and an understanding of the use of mathematical symbols.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		0–2		The learner appears to have problems with addition and subtraction at this level.		Check skills at Entry 1 (Task 2), in order to determine what skills are in place. Check the learner’s understanding of the language of maths and different formats used.	

	Number correct	Learner profile information	Next steps
C	3–7	There are some gaps in the learner's addition and subtraction skills.	Check the pattern of errors to identify any particular areas of difficulty. Check the learner's understanding of the different formats used. You may want to check if the learner has any difficulties with the language of maths. You may also want to check the security of the learner's number bonding skills at this level.
E	8–10	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 2), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the particular question. You may also want to check the security of the learner's number bonding skills at this level.

ILP information

Long-term goal

To add and subtract two-digit whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E2.3 – To add two-digit numbers using a variety of strategies, e.g. mental methods, horizontal format, vertical format, understanding that adding numbers is commutative

Target 2:

N1/E2.3 – To subtract two-digit numbers using a variety of strategies, e.g. mental methods, horizontal format, vertical format, realising that subtracting numbers is not commutative

Target 3:

N1/E2.7 – To use and interpret mathematical symbols ($+$ $-$ \times $=$) when solving problems in a range of formats and contexts

Task no: 3 Subject: Numeracy Standard: Number: whole numbers			
Task description Multiply using single-digit whole numbers			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Multiply using single-digit whole numbers		N1/E2.5
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E2.5	Multiply single digits together – linear format	16
2	E2.5	Understand that the inverse of multiplication is division, in a linear problem	4
3	E2.5	Understand that multiplication is repeated addition	3
4	E2.5	Understand that multiplication is repeated addition	18
5	E2.5	Recognise that different groups will realise the same multiple and that multiplication is commutative	3 x 5
6	E2.5	Recognise operation required from text in an everyday context	6
7	E2.5	Recognise that the missing number must allow both sides of the equation to be the same	2
8	E2.5	Know that doubling is two lots of 7	14
INTERPRETATION			
The learner is given a range of problems relating to multiplication of single-digit whole numbers in different formats, including completing equations, doubling and language-based problems.			
The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have problems with multiplication at this level.	Check addition and subtraction skills (Task 2) and perhaps other number skills at this level and/or Entry 1, in order to determine what skills are in place. Check the learner's understanding of the language of maths and different formats used.

	Number correct	Learner profile information	Next steps
C	3–5	There are some gaps in the learner's multiplication skills.	Check the pattern of errors to identify any particular areas of difficulty. Check the learner's understanding of the different formats used. You might also want to check if the learner has any difficulties with the language of maths. Check times tables at this level.
E	6–8	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 3), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the skill tested in the particular question. You may also wish to check the security of the learner's knowledge of all times tables at this level.

ILP information

Long-term goal

To multiply using single-digit whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E2.5 – To understand that multiplication is repeated addition

Target 2:

N1/E2.5 – To understand the vocabulary of multiplication, e.g. lots of, times, and that multiplication is commutative (but not in some contexts)

Target 3:

N1/E2.5 – To know doubles of numbers to 10

Target 4:

N1/E2.5 – To know that if you can double you can also halve

Task no: 4			Subject: Numeracy	Standard: Number: fractions, decimals and percentages
Task description Read, write, compare and find halves and quarters				
Level	Curriculum elements			Curriculum reference(s)
Entry 2	Read, write and compare halves and quarters of quantities			N2/E2.1 N2/E2.2
DIAGNOSTIC SCHEME				
Item no.		Objective/item description		Answer
1	E2.1	Recognise a quarter is $\frac{1}{4}$		$\frac{1}{4}$
2	E2.1	Know 'half' in number form		$\frac{1}{2}$
3	E2.1	Recognise that one part of four is the same as $\frac{1}{4}$ and $\frac{4}{4} = 1$, in a graphical representation		No 3 – a quarter
4	E2.1	Recognise two out of four is the same as $\frac{1}{2}$, in a graphical representation		No 3 – $\frac{3}{4}$
5	E2.2	Know that to halve a number, you divide by two		5
6	E2.2	Know that to halve a number, you divide by two		6
7	E2.2	Know that to find a quarter, you divide by four		2
INTERPRETATION				
<p>The learner is required to read, write, identify and find halves and quarters in a range of formats, including graphical representations, halving a number and solving problems.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner appears to have problems with fractions at this level.		Check other number skills, in order to determine what skills are in place. Check the learner's understanding of the language of maths and different formats used.
C	3–5	There are some gaps in the learner's knowledge and understanding of fractions at this level.		Check the pattern of errors to identify any particular areas of difficulty, e.g. representation of $\frac{1}{4}$ and $\frac{1}{2}$ in numbers. Check the learner's understanding of the different formats used. You might also want to check if the learner has any difficulties with the language of maths.

	Number correct	Learner profile information	Next steps
E	6–7	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 5), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To read, write and compare halves and quarters

Short-term goals (dependent upon the learner)

Target 1:

N2/E2.1 – To know and understand the words half and a quarter and the symbols for them

Target 2:

N2/E2.1 – To understand that two halves and four quarters make one whole

Target 3:

N2/E2.1 – To understand that one half and two quarters are the same

Target 4:

N2/E2.2 – To know that to halve you divide by two and that you divide by four to make things into quarters

Task no: 5				Subject: Numeracy		Standard: Number: whole numbers	
Task description Use a calculator to check calculations							
Level		Curriculum elements				Curriculum reference(s)	
Entry 2		Use a calculator to check calculations using whole numbers				N1/E2.8	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E2.8		Key in numbers and operators in the correct order, to check a multiplication		Yes	
2		E2.8		Key in numbers and operators in the correct order, to check a multiplication		No	
3		E2.8		Key in numbers and operators in the correct order, to check an addition		No	
4		E2.8		Key in numbers and operators in the correct order, to check a multiplication		No	
INTERPRETATION							
<p>This task is tutor-observed, using the Calculator checklist. The learner is required to use a calculator to check the accuracy of given calculations.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		1		The learner appears to have problems using a calculator.		If there have been problems in Tasks 1 and/or 2, you may want to check the learner's skills at Entry 1 (Task 3).	
C		2–3		The learner's skills may not be secure in this area.		Check the error made to identify the particular area of difficulty, for example knowledge of mathematical signs, use of function keys. You may want to make further checks with other calculations at the level.	

	Number correct	Learner profile information	Next steps
E	4	The learner's skills appear to be sound at this level.	Check these skills at Entry 3 (Task 7), as the learner may have a higher level of skill. You may want to make further checks with other calculations at the level.

ILP information

Long-term goal

To use a calculator to check calculations using whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E2.8 – To understand how to enter two digit numbers and the operators in the correct order

Target 2:

N1/E2.8 – To know how to clear the display and cancel a wrong number

Task no: 6				Subject: Numeracy		Standard: Measures, shape and space: common measures					
Task description Money – calculate up to £1 and in whole pounds											
Level		Curriculum elements				Curriculum reference(s)					
Entry 2		Make amounts of money up to £1 and calculate the cost of more than 1 item and change from the transaction in pence or in whole pounds				MSS1/E2.1 MSS1/E2.2					
DIAGNOSTIC SCHEME											
Item no.		Objective/item description				Answer					
1		E2.1		Make up an amount of money from a selection of coins		50p, 10p and 5p					
2		E2.1		Recognise coins amounting to £1 from three groups of coins		Box 1 – 20p, 50p, 20p, 10p					
3		E2.1		Recognise whether a group of coins amounts to £1		Yes					
4		E2.1		Know the values of three groups of coins		No					
5		E2.2		Find the total cost of identically priced items		75p					
6		E2.2		Calculate change from £1		32p					
7		E2.2		Calculate change from £20 after adding two items together		£12 or £12.00					
8		E2.2		Calculate change from £1 after adding two items together		46p					
INTERPRETATION											
<p>The learner is required to demonstrate knowledge of coins and amounts, including calculating the cost of identical items and change from £1 or using whole £s.</p> <p>This task is tutor-observed, using the Calculator checklist. The learner is required to use a calculator to check the accuracy of given calculations.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>											
		Number correct		Learner profile information				Next steps			
eM		0–2		The learner appears to have problems with money calculations at this level.				Check skills at Entry 1 (Task 4) in order to determine what skills are in place. Check the learner's understanding of the language of maths and different formats used.			

	Number correct	Learner profile information	Next steps
C	3–6	There are some gaps in the learner's skills in calculating money at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. number calculations involving money. Check the learner's understanding of the different formats used. You might also want to check if the learner has any difficulties with the language of maths.
E	7–8	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 8), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To make amounts of money up to a £1 in different ways; to calculate the cost of more than one item and to give change in pence or in whole pounds

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E2.1 – To count out the exact money needed to buy an item using appropriate coins

Target 2:

MSS1/E2.1 – To know how to make equivalent amounts of money using different coins

Target 3:

MSS1/E2.2 – To calculate the cost of more than one more item

Target 4:

MSS1/E2.2 – To calculate the change from a transaction in pence or whole pounds

Task no: 7				Subject: Numeracy		Standard: Measures, shape and space: common measures	
Task description Read, understand and record time: date formats and the 12-hour clock							
Level		Curriculum elements				Curriculum reference(s)	
Entry 2		Read, understand and record time: common date formats and the 12-hour clock				MSS1/E2.3 MSS1/E2.4	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E2.3		Recognise date format in numbers		No 1 – 12/03/02	
2		E2.3		Recognise numerical and written forms of date format		02/06/02	
3		E2.4		Match time on an analogue clock to digital clock		Clock 3 – 10.30	
4		E2.4		Recognise time from words		Clock 3 – 9.45	
5		E2.4		Write time from words in numbers		11.15	
INTERPRETATION							
<p>The learner is required to demonstrate a knowledge of date formats and telling the time in the 12-hour clock, in digital, analogue and word formats – quarter past, quarter to and half past.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
	Number correct	Learner profile information				Next steps	
eM	0–1	The learner appears to have problems with understanding time and date at this level.				Check skills at Entry 1 (Task 5), in order to determine what skills are in place. Check the learner's understanding of the language of time and date and different formats used.	
C	2–3	There are some gaps in the learner's skills in time and date at this level.				Check the pattern of errors to identify any particular areas of difficulty, e.g. telling the time in analogue and/or digital format. Check the learner's understanding of the different formats used. You should also check skills with other, similar date and time tasks. You might also want to check if the learner has any difficulties with the language of time and date.	

	Number correct	Learner profile information	Next steps
E	4–5	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 9), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question. You may also want to check skills with other, similar date and time tasks, to ensure that skills are secure.

ILP information

Long-term goal

To read and record dates in common formats and to read and understand time using 12-hour digital and analogue clocks

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E2.3 – To read dates written in more than one common format, e.g. 12th Jan 2003, 12/01/03 and recognise the abbreviated form of months of the year

Target 2:

MSS1/E2.3 – To write dates in common formats in practical situations, e.g. forms, letters

Target 3:

MSS1/E2.4 – To tell the time on an analogue clock using quarter past, half past and quarter to

Target 4:

MSS1/E2.4 – To tell the time on a digital clock knowing that .15 is quarter past, .30 is half past and .45 is quarter to

Task no: 8	Subject: Numeracy	Standard: Measures, shape and space: common measures
<p>Task description</p> <p>Read and understand measures of length, weight, capacity and temperature using scales and metric units</p>		
Level	Curriculum elements	Curriculum reference(s)
Entry 2	Read, estimate, measure and compare length, weight, capacity and positive temperature in a range of formats and using simple scales	MSS1/E2.5 MSS1/E2.6 MSS1/E2.7 MSS1/E2.8 MSS1/E2.9
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	E2.5 E2.9 Know how to measure in centimetres	Mark exactly on the 14cm line
2	E2.5 Know how many centimetres in a metre	1 metre = 100cm
3	E2.5 Know how to estimate in centimetres	5cm
4	E2.5 Understand that 1m is 100cm, in an everyday context	no
5	E2.6 Know abbreviation for unit of measuring weight	kilograms
6	E2.6 Know how to read a scale labelled in kilograms and half kilograms	6kg
7	E2.7 Understand that liquids are measured in litres	2 litres
8	E2.7 Make a comparison of capacity in litres	4
9	E2.8 Read temperature scales and select correct (coolest) temperature from choice of three	10°C (No 3)
10	E2.8 Read a temperature scale and mark in a given temperature	20°C
11	E2.9 Read the scale on a car speedometer in miles per hour	40 mph
INTERPRETATION		
<p>This task looks at the learner's skills in measuring length, weight, capacity and temperature in a range of formats, and reading labelled scales.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have problems with a range of measurement skills at this level.	Check skills at Entry 1 (Task 6), in order to determine what skills are in place. Check the learner's understanding of the language of measure and different formats used.
C	4–8	There are some gaps in the learner's skills in measurement at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. reading scales, knowledge of metric systems. Check the learner's understanding of the different formats and contexts used. You might also want to check if the learner has any difficulties with the language of measurement.
E	9–11	Skills in this task appear to be sound.	Check these skills at Entry 3, (Task 10) as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To read, compare and estimate length, weight, capacity and temperature and to read simple scales to the nearest labelled division

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E2.5 – To understand that there are 100cm to a metre, measure using centimetres and estimate using metres

Target 2:

MSS1/E2.6 – To weigh items to the nearest kilogram and understand their weight relative to everyday items, e.g. items of food

Target 3:

MSS1/E2.7 – To measure out an amount of liquid in litres and understand its amount in relation to everyday quantities, e.g. bottles of drink, cartons

Target 4:

MSS1/E2.8 – To read and compare positive Celsius temperatures in everyday situations using simple charts and scales

Target 5:

MSS1/E2.9 – To read scales to the nearest labelled division

Task no: 9		Subject: Numeracy	Standard: Measures, shape and space: shape and space
Task description Name 2-D and 3-D shapes, describe their properties and understand positional vocabulary			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Name 2-D and 3-D shapes, describe their properties and understand positional vocabulary		MSS2/E2.1 MSS2/E2.2 MSS2/E2.3
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	E2.1	Recognise a circle	Circle – middle sign
2	E2.1	Recognise a pyramid	Pyramid – first shape
3	E2.1	Recognise triangles	The parallelogram is not a triangle
4	E2.1	Recognise rectangles	Rectangles
5	E2.2	Know how many faces in a cube	6
6	E2.3	Know the position of 'left', in relation to other objects	Mobile phone
7	E2.3	Know the position of 'right', in the context of a map	3 roads
INTERPRETATION			
<p>This task relates to naming common 2-D and 3-D shapes, their properties and positional vocabulary (left and right).</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have problems with shape and positional vocabulary at this level.	Check skills at Entry 1 (Task 7), in order to determine what skills are in place. Check the learner's understanding of the language of shape and different formats used. Check knowledge of left and right.

	Number correct	Learner profile information	Next steps
C	3–5	There are some gaps in the learner's skills in shape at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. left/right confusion. Check the learner's understanding of the different formats used. You might also want to check if the learner has any difficulties with the language of shape and security of knowledge of left and right.
E	6–7	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 11), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To recognise and name 2-D and 3-D shapes, to describe the properties of the common shapes and to be able to use positional vocabulary appropriately

Short-term goals (dependent upon the learner)

Target 1:

MSS2/E2.1 – To recognise and name 2-D and 3-D shapes and know that size and orientation does not affect the shape

Target 2:

MSS1/E2.2 – To describe the properties of common 2-D, e.g. number of sides, corners, etc.

Target 3:

MSS1/E2.2 – To describe the properties of common 3-D shapes, e.g. number of faces, edges, corners, etc.

Target 4:

MSS1/E2.3 – To give directions using positional vocabulary, e.g. on the left, beside, above, behind, etc.

Task no: 10				Subject: Numeracy		Standard: Handling data: data and statistical measures	
Task description Extract, sort and classify information							
Level		Curriculum elements				Curriculum reference(s)	
Entry 2		Extracting information from lists, tables, charts and graphs and sorting data using two criteria				HD1/E2.1 HD1/E2.2 HD1/E2.3	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E2.1		Select cost of item from list		£2.50	
2		E2.1		Extract information from a calendar		Monday	
3		E2.2		Understand height of bar indicates number value in a bar chart		Soap	
4		E2.2		Understand labels provide information		18 people	
5		E2.3		Sort and classify data about people using two criteria – age and gender		No 3 (19) and No 5 (23)	
INTERPRETATION							
<p>This task tests the learner's skills in data handling – extracting information from a range of sources, with one or two variables, collecting information from a bar chart, sorting and classifying information using two criteria.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner appears to have problems with handling data at this level.		Check skills at Entry 1 (Task 8), in order to determine what skills are in place. Check the learner's understanding of the language of handling data and different formats and contexts used.	
C		2–3		There are some gaps in the learner's skills in handling data at this level.		Check the pattern of errors to identify any particular areas of difficulty, e.g. reading information using two axes. Check the learner's understanding of the different formats and contexts used. You might also want to check if the learner has any difficulties with the language of maths.	

	Number correct	Learner profile information	Next steps
E	4–5	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 12), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To extract, compare and sort information in graphical, numerical and written information

Short-term goals (dependent upon the learner)

Target 1:

HD1/E2.1 – To extract information from lists, tables, simple diagrams and block graphs

Target 2:

HD1/E2.2 – To compare information given in block graphs, e.g. height of bars

Target 3:

HD1/E2.2 – To understand that the labels on block graphs give essential information

Target 4:

HD1/E2.3 – To sort and classify objects using two criteria, e.g. clothes by size and gender

Task no: 11				Subject: Numeracy		Standard: Handling data: data and statistical measures	
Task description Represent information so that it makes sense to others							
Level		Curriculum elements				Curriculum reference(s)	
Entry 2		Represent information so that it makes sense to others				HD1/E2.5	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E2.5		Represent information in a block graph		Block drawn exactly to the 15-hour mark	
2		E2.5		Understand the importance of labelling information		Tick in the cell above the number 4 in the right-hand column	
3		E2.5		Understand the importance of labelling information		10 in the cell opposite Thursday	
INTERPRETATION							
<p>This task tests the learner's skills in data handling – extracting information from a range of sources, with one or two variables, collecting information from a bar chart, sorting and classifying information using two criteria.</p> <p>The information from the Item descriptions shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
	Number correct	Learner profile information				Next steps	
eM	0–1	The learner appears to have problems with representing data at this level.				Check skills at Entry 1 (Task 8), in order to determine what skills are in place. Check the learner's understanding of the language of representing data and different formats and contexts used.	
C	2	There are some gaps in the learner's skills in representing data at this level.				Check the pattern of errors to identify any particular areas of difficulty, e.g. completing a block graph. Check the learner's understanding of the different formats and contexts used. You might also want to check if the learner has any difficulties with the language used in this task.	

	Number correct	Learner profile information	Next steps
E	3	Skills in this task appear to be sound.	Check these skills at Entry 3 (Task 13), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the skill tested in the particular question.

ILP information

Long-term goal

To represent information in graphical form so that it makes sense to others

Short-term goals (dependent upon the learner)

Target 1:

HD1/E2.4 – To collect simple numerical information

Target 2:

HD1/E2.5 – To understand and use different ways to represent information labelling appropriately, e.g. lists, graphs, diagram, etc.

Task no: 1			Subject: Numeracy	Standard: Number: whole numbers
Task description Understand numbers up to 1000, including numbers as words, number sequences and approximation by rounding				
Level	Curriculum elements			Curriculum reference(s)
Entry 3	Understand numbers up to 1000, including numbers as words, number sequences and approximation by rounding			N1/E3.1 N1/E3.7
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	E3.1	Recognise a number written in words and that the position of the digit affects its value		875
2	E3.1	Translate numbers written in words into numbers in digits		502
3	E3.1	Understand sequence of ascending numbers in steps of tens		46
4	E3.1	Understand sequence of descending numbers in steps of hundreds		250
5	E3.1	Translate amounts of money written in words into numbers		£125.30 or £125-30
6	E3.1	Know odd and even numbers		34
7	E3.1	Understand odd and even, left and right from written text		Left
8	E3.7	Round a number up or down to the nearest hundred		800
INTERPRETATION				
<p>The learner is given a series of problems related to understanding numbers up to 1000, including words in numbers, number sequences, odd and even numbers and understanding of approximation by rounding.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				

	Number correct	Learner profile information	Next steps
eM	0–3	The learner may not be able to understand, count, order, round or approximate numbers from 0–1000.	Check skills at Entry 2 (Task 1), in order to determine what skills are in place. You might also want to check the learner's understanding of the language involved in this task.
C	4–6	There are some significant gaps in the learner's number skills.	Check the pattern of errors to identify any particular areas of difficulty, e.g. numbers in words. You might also want to check if the learner has any difficulties with the language of maths, including numbers in words, odd/even and rounding.
E	7–8	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 1), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To count, read, write, order and compare numbers up to 1000 and round to the nearest 10 or 100

Short-term goals (dependent upon the learner)

Target 1:

N1/E3.1 – to understand place value, i.e. know what each digit in a three-digit number represents, including zero

Target 2:

N1/E3.1 – To recognise odd and even numbers

Target 3:

N1/E3.1 – To count on or back in 10s or 100s from any two-digit or three-digit number up to 1000

Target 4:

N1/E3.7 – To approximate by rounding numbers less than 1000 to the nearest 10 or 100

Task no: 2 Subject: Numeracy Standard: Number: whole numbers		
Task description Add and subtract using three-digit whole numbers and know number bonds up to 20		
Level	Curriculum elements	Curriculum reference(s)
Entry 3	Add and subtract using three-digit whole numbers and recall addition and subtraction facts up to 20	N1/E3.2 N1/E3.3
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	E3.2 E3.3 Add three-digit numbers, understanding that the inverse of addition is subtraction, in linear format	70
2	E3.2 E3.3 Add three-digit numbers, in column format, with 'carrying'	891
3	E3.2 E3.3 Subtract three-digit numbers, with the 'unknown' in a different position – linear format	300
4	E3.2 E3.3 Subtract three-digit numbers, in linear format	430
5	E3.2 E3.3 Subtract three-digit numbers, with 'borrowing', in column format	232
6	E3.2 E3.3 Subtract three-digit numbers, in column format, where the position of the zero is relevant to the calculation	440
7	E3.2 E3.3 Know that addition is commutative	Yes
8	E3.2 E3.3 Know that subtraction is not commutative	No
INTERPRETATION		
The learner is given a series of problems related to addition and subtraction of three-digit whole numbers in different formats, including carrying and borrowing and an understanding of the concept that + is commutative and – is not commutative in an equation.		
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.		

	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears not to be able to add or subtract numbers accurately at this level.	Check skills at Entry 2 (Task 2), in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this task.
C	3–6	There are some significant gaps in the learner's addition and subtraction skills.	Check the pattern of errors to identify any particular areas of difficulty, in particular with solving problems where carrying or borrowing is an issue. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the speed of calculation and the learner's mental calculation methods.
E	7–8	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 2), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the particular skill tested in the question. You may also want to check the learner's speed of calculation and the learner's mental calculation methods.

ILP information

Long-term goal

To recall addition and subtraction facts to 20 and add and subtract using three-digit whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E3.2 – To add three-digit whole numbers using appropriate methods, e.g. linear format, column format, mental strategies, remembering that addition is commutative

Target 2:

N1/E3.2 – To subtract three-digit whole numbers using appropriate methods, e.g. linear format, column format with borrowing, mental strategies remembering that subtraction is not commutative

Target 3:

N1/E3.3 – To recall addition and subtraction facts up to 20, e.g. number bonds, doubles, finding the difference as a way of subtracting, etc.

Task no: 3 Subject: Numeracy Standard: Number: whole numbers			
Task description Multiply two-digit numbers by single-digit whole numbers			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Multiply two-digit numbers by single-digit whole numbers and recall multiplication facts		N1/E3.4 N1/E3.5
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.4 E3.5	Multiply two digits by one digit in linear format	84
2	E3.4 E3.5	Multiply two digits by one digit, understanding that division is the inverse of multiplication – linear format	2
3	E3.4 E3.5	Multiply using column layout, with 'carrying' figure from units to tens	192
4	E3.4 E3.5	Multiply using column layout, with 'carrying' figure from tens to hundreds. Understand that multiplying zero equals 0	350
5	E3.4	Understand that multiplication is repeated addition	72 rolls
6	E3.4	Know how to use multiples of 50	7
7	E3.4 E3.5	Understand that multiplication is repeated addition	3
8	E3.4 E3.5	Interpret words into number format in a multiplication problem	44 players
INTERPRETATION			
The task covers multiplication of two-digit whole numbers by single-digit whole numbers in a range of formats, including calculations using standard layout as well as problems expressed in words.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have problems with multiplication problems at this level.	Check skills at Entry 2 (Task 3), in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this task.

	Number correct	Learner profile information	Next steps
C	3–6	There are some significant gaps in the learner's multiplication skills.	Check the pattern of errors to identify any particular areas of difficulty, e.g. aligning columns. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used. Check the learner's knowledge of times tables required at this level. Speed may also be an issue.
E	7–8	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 2), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the particular skill tested in the question. You may also wish to check the security of the learner's knowledge of times tables at the level and speed of calculation.

ILP information

Long-term goal

To recall multiplication facts and to multiply two-digit whole numbers by single-digit whole numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/E3.4 – To multiply two-digit whole numbers by single-digit whole numbers

Target 2:

N1/E3.5 – To recall multiplication facts of 2, 3, 4, 5, 10

Target 3:

N1/E3.5 – To recognise two-digit and three-digit multiples of 2, 5 and/or 10 and three-digit multiples of 50 and 100

Target 4:

N1/E3.5 – To understand that there are different strategies for multiplying, e.g. to multiply by 5, multiply by ten and halve

Task no: 4 Subject: Numeracy Standard: Number: whole numbers			
Task description Divide two-digit numbers by single-digit whole numbers			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Divide two-digit numbers by single digits		N1/E3.6
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.6	Divide two digits by one digit, in linear format	12
2	E3.6	Divide two digits by one digit, understanding that the operation is division when the 'unknown' is in different position – linear format	3
3	E3.6	Divide two digits by one digit, using different layout	13
4	E3.6	Divide two digits by one digit, using different layout, including a 'carrying' figure from tens to units	13
5	E3.6	Know that division is not commutative	No
INTERPRETATION			
<p>This task covers division of two-digit whole numbers by single-digit whole numbers in a range of formats, with interpretation of remainders, including calculations using standard layout as well as problems expressed in words and an understanding that \div is not commutative in an equation.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have difficulties with division calculations at this level.	Check number skills at Entry 2, in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this task.
C	2–3	There are some significant gaps in the learner's division skills.	Check the pattern of errors to identify any particular areas of difficulty, e.g. the process involved. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used. Check the security of the learner's knowledge of times tables at this level.

	Number correct	Learner profile information	Next steps
E	4–5	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 2), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To divide two-digit whole numbers by a single-digit whole number

Short-term goals (dependent upon the learner)

Target 1:

N1/E3.6 – To divide two-digit numbers by a single-digit whole number understanding that division is not commutative

Target 2:

N1/E3.6 – To understand that division is repeated subtraction and the inverse of multiplication

Target 3:

N1/E3.6 – To understand the concept of remainders and that they need to be interpreted in problem solving, e.g. the number of cars needed to carry 10 people

Task no: 5		Subject: Numeracy	Standard: Number: fractions, decimals and percentages
Task description Read, write and understand common fractions and use equivalencies			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Read, write and understand fractions; use common equivalencies		N2/E3.1 N2/E3.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.1	Recognise common fractions from written text	$\frac{2}{3}$
2	E3.1	Recognise common fractions from written text	$\frac{1}{10}$
3	E3.1	Write a fraction, using a written prompt	$\frac{1}{4}$
4	E3.1	Identify a fraction from a shaded shape	$\frac{1}{4}$
5	E3.1	Name a fraction from a graphical prompt	$\frac{3}{10}$
6	E3.2	Know the fraction equivalent of a half	$\frac{5}{10}$
7	E3.2	Know the fraction equivalent of a quarter	$\frac{1}{4}$
8	E3.2	Know that the equivalent of a whole is the same digit at the top and bottom of a fraction	$\frac{4}{4}$
INTERPRETATION			
<p>This task looks at the learner's understanding of common fractions and fraction equivalents, in a range of formats.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have difficulties with fractions at this level.	Check skills at Entry 2 (Task 4), in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this task.

	Number correct	Learner profile information	Next steps
C	3–6	There are some significant gaps in the learner's skills with fractions.	Check the pattern of errors to identify any particular areas of difficulty, e.g. equivalence, denominator and numerator. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used.
E	7–8	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 4), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, write and understand common fractions and recognise their equivalent forms

Short-term goals (dependent upon the learner)

Target 1:

N2/E3.1 – To understand that fractions are equal parts of a whole, indicated by the bottom number (denominator) and the top number (numerator)

Target 2:

N2/E3.1 – To understand common fractions in everyday life, e.g. $\frac{1}{3}$ off in a sale

Target 3:

N2/E3.2 – To recognise and use equivalent fractions, e.g. $\frac{1}{2} = \frac{5}{10}$

Target 4:

N2/E3.2 – To understand that when the top and the bottom numbers in a fraction are the same, this is equivalent to 1

Task no: 6				Subject: Numeracy		Standard: Number: fractions, decimals and percentages	
Task description Read, write and understand decimals up to two decimal places							
Level		Curriculum elements				Curriculum reference(s)	
Entry 3		Read, write and understand decimals up to two decimal places				N2/E3.3	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E3.3		Know how to change £s and pence into pence		237p	
2		E3.3		Understand that the decimal point separates the £s and pence and that pence are decimal parts of a £		£0.35	
3		E3.3		Recognise that $0.5 = \frac{1}{2}$ and $1\text{m} = 100\text{cm}$		50cm	
4		E3.3		Recognise that $\frac{1}{2} = 0.5$		2.5	
INTERPRETATION							
<p>This task looks at the learner's understanding of decimal place, in various contexts, including money and measure.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner appears to have difficulties with understanding and using decimals at this level.		Check number skills at Entry 2, in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this task.	
C		2		There are some significant gaps in the learner's skills in understanding and using decimals.		Check the pattern of errors to identify any particular areas of difficulty, e.g. the decimal point, knowledge of the metric system. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used.	

	Number correct	Learner profile information	Next steps
E	3–4	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 5), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, write and understand decimals up to two decimal places in practical situations

Short-term goals (dependent upon the learner)

Target 1:

N2/E3.3 – To read prices and measurements written in decimal notation

Target 2:

N2/E3.3 – To understand that the decimal point separates the parts of a whole from the whole in practical contexts, e.g. pounds from pence, centimetres from metres

Target 3:

N2/E3.3 – To understand the use of zero to hold a place or to denote a missing whole, e.g. £1.05 is £1 and 5p, 35p is £0.35 or 0.5m = 50cm

Target 4:

N2/E3.3 – To recognise .5 as a half

Task no: 7		Subject: Numeracy	Standard: Number: fractions, decimals and percentages
Task description Use a calculator to make and check calculations			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Use a calculator to make and check calculations using whole numbers and decimals		N2/E3.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.4	Make + – x ÷ calculations to solve a problem	19 – 5
2	E3.4	Addition of money where decimal place is an issue	£4.16
3	E3.4	Check a money calculation, where decimal place is an issue	£15.45
4	E3.4	Make a money calculation, using division and reporting to two decimal places	£1.77
INTERPRETATION			
<p>This task is tutor-observed, using the Calculator checklist. The learner is required to use a calculator to check the accuracy of given calculations, using +, –, x, ÷ and = functions, in the context of money, where the decimal point and number of decimal places reported are an issue.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have difficulties with using a calculator to solve and check problems at this level.	Check skills at Entry 2 (Task 5), in order to determine what skills are in place. You might also want to check the learner's number skills (e.g. decimal place) at this level.
C	2–3	There are some gaps in the learner's skills in using a calculator to solve problems at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. use of function keys. You might also want to check if the learner has any difficulties with number skills at this level.
E	4	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 7), as the learner may have a higher level of skill.

ILP information

Long-term goal

To use a calculator to solve problems in context and to check calculations

Short-term goals (dependent upon the learner)

Target 1:

N2/E3.4 – To know how to key in and interpret money calculations, e.g. 85p as 0.85 and interpret 8.4 as £8.40

Target 2:

N2/E3.4 – To understand that a calculator will sometimes display a string of digits after the decimal point but at this level it is only necessary to read the first two, e.g. 1.3333333333 is £1.33

Task no: 8				Subject: Numeracy		Standard: Measures, shape and space: common measures	
Task description Add and subtract money using decimal notation							
Level		Curriculum elements				Curriculum reference(s)	
Entry 3		Add and subtract money using decimal notation and round sums of money to the nearest 10p or £				MSS1/E3.1 MSS1/E3.2	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E3.1		Add money, where the decimal point is an issue		£11.58	
2		E3.1		Calculate change from £20		£8.80	
3		E3.1		Calculate the total cost of three items		£28.74	
4		E3.1		Solve a problem by calculating change from £10		£1.00	
5		E3.2		Round up/down to the nearest whole £		£8.00	
6		E3.2		Round up/down to the nearest whole £		£85.00	
INTERPRETATION							
<p>The learner is required to demonstrate skill in adding and subtracting sums of money to £100, including alignment to take account of place value, change and rounding up or down to the nearest £.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
	Number correct	Learner profile information				Next steps	
eM	0–1	The learner appears to have difficulties with money calculations at this level.				Check skills at Entry 2 (Task 6), in order to determine what skills are in place. You might also want to check the learner's number skills (e.g. decimal place) at this level.	
C	2–4	There are some gaps in the learner's skills in money calculations at this level.				Check the pattern of errors to identify any particular areas of difficulty, e.g. zero as a place holder, correct alignment of the decimal point. You might also want to check if the learner has any difficulties with number skills at this level.	

	Number correct	Learner profile information	Next steps
E	5–6	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 8), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To add and subtract money using decimal notation and round money to the nearest £ and 10p

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E3.1 – To add up the cost of several items knowing how to align decimal points when adding in columns

Target 2:

MSS1/E3.1 – To subtract sums of money knowing how to align decimal points when subtracting in columns

Target 3:

MSS1/E3.2 – To round sums of money to the nearest £ or 10p to make an approximate calculation

Task no: 9				Subject: Numeracy		Standard: Measures, shape and space: common measures	
Task description Read, measure and record time: 12-hour clock and calendars							
Level		Curriculum elements				Curriculum reference(s)	
Entry 3		Read, measure and record time				MSS1/E3.3	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E3.3		Place an appointment in the appropriate place in a diary – am/pm		8.00am	
2		E3.3		Convert time shown on an analogue clock to digital time – 12-hour clock, ‘to’ the hour		11:40	
3		E3.3		Write a date in number format using written information		28(th) August	
4		E3.3		Use a calendar to find a date in number format		Circle Friday 20th September on the middle calendar	
INTERPRETATION							
<p>The learner is required to read, measure and record time in the 12-hour clock, to the nearest five minutes, using digital and analogue clocks. Calendars and date formats are also explored.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
	Number correct	Learner profile information				Next steps	
eM	0–1	The learner appears to have difficulties with time and date at this level.				Check skills at Entry 2 (Task 7), in order to determine what skills are in place. You might also want to check the learner’s knowledge of the language and contexts used.	
C	2–3	There are some gaps in the learner’s skills in time and date at this level.				Check the pattern of errors to identify any particular areas of difficulty, e.g. telling the time. You might also want to check if the learner has any difficulties with the language and contexts used.	
E	4	Skills in this task appear to be sound.				Check these skills at Level 1 (Task 9), as the learner may have a higher level of skill.	

ILP information

Long-term goal

To read, measure and record time as dates and in the 12-hour clock

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E3.3 – To read an analogue and a 12-hour digital clock to the nearest five minutes

Target 2:

MSS1/E3.3 – To understand and use am and pm

Target 3:

MSS1/E3.3 – To know how to use a calendar by finding a particular date and entering an appointment

Target 4:

MSS1/E3.3 – To understand and use common date formats, e.g. 4th Sept 2003 or 4/9/03 or 04/09/03

Task no: 10 Subject: Numeracy Standard: Measures, shape and space: common measures			
Task description Metric measurement of distance, length, weight, capacity and temperature			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Read, estimate, measure and compare measurements of length, distance, weight, capacity and temperature. Read scales to the nearest labelled or unlabelled division.		MSS1/E3.4 MSS1/E3.5 MSS1/E3.6 MSS1/E3.7 MSS1/E3.8 MSS1/E3.9
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.4 E3.8	Recognise miles as a measure of distance	miles
2	E3.5	Length – read measurement on a rule marked in millimetres and labelled in centimetres	7.5cm
3	E3.5	Length – convert between centimetres and millimetres	600mm
4	E3.5	Length – convert measure given in metres and centimetres to centimetres	130cm
5	E3.5	Length – know that 1m = 1000mm	1000mm
6	E3.5	Length – estimate length visually	Line 2 is approximately twice the size of line XY
7	E3.6	Weight – read a scale labelled in grams and kilograms	2.5kg/2½kg
8	E3.6	Weight – read a scale marked in 50g and labelled in grams and kilograms	Indicate a mark on the scale at a point midway between 800g-900g
9	E3.6	Weight – know that 1000g = 1kg	500g
10	E3.8	Weight – choose appropriate unit of measure	grams
11	E3.7	Capacity – read a scale marked in 50ml and labelled in 100ml	350ml
12	E3.7	Capacity – mark an amount on a scale marked in 25ml and labelled in 50ml	125ml
13	E3.7	Capacity – know that 1000ml = 1litre	250ml
14	E3.9	Temperature – read a scale on a thermometer marked at intervals of 5°C and labelled at 10°C	25°C
15	E3.9	Temperature – read a scale, labelled in 20°C divisions and mark correct temperature	180°C – place a mark at 180°C on the scale

INTERPRETATION

This task explores the learner's ability to read, interpret, estimate and compare distance, length, weight, capacity and temperature, using and understanding metric measures and choosing appropriate measures. A range of scales is used and the learner has to read the scales to the nearest labelled or unlabelled division.

The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.

	Number correct	Learner profile information	Next steps
eM	0–4	The learner appears to have difficulties with common measures at this level.	Check skills at Entry 2 (Task 8), in order to determine what skills are in place. You might also want to check the learner's number skills (e.g. decimals) at this level. Check also if there are any difficulties with the contexts used.
C	5–11	There are some gaps in the learner's skills in common measures at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. place value and working with a range of scales. You might also want to check if the learner has any difficulties with the language and contexts used.
E	12–15	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 10), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, estimate, interpret and compare measurement in everyday life

Short-term goals (dependent upon the learner)

Target 1:

MSS1/E3.4 – to know the units used for measuring distances, e.g. miles and kilometres and to develop a concept of what is within walking distance and what is not

Target 2:

MSS1/E3.5 and MSS1/E3.8 – To choose an appropriate measuring tool to measure everyday objects and to know that $10\text{mm} = 1\text{cm}$ and $1000\text{mm} = 1\text{m}$

Target 3:

MSS1/E3.6 and MSS1/E3.8 – To choose an appropriate measuring tool to weigh everyday objects/items and to know that $1000\text{g} = 1\text{kg}$

Target 4:

MSS1/E3.7 and MSS1/E3.8 – To choose an appropriate measuring tool to measure out liquid and to know that $1000\text{ml} = 1\text{ litre}$

Target 5:

MSS1/E3.9 – To know how to read a thermometer using Celsius, and to know that there are other scales used to measure temperature

Task no: 11 Subject: Numeracy Standard: Measures, shape and space: shape and space			
Task description Sort 2-D and 3-D shapes, using properties			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Sort 2-D and 3-D shapes using properties such as symmetry and angles		MSS2/E3.1
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	E3.1	Recognise a right angle (90°) in a quadrilateral	Bottom right-hand corner is a right angle
2	E3.1	Understand symmetrical and asymmetrical shapes	Irregular quadrilateral shape
INTERPRETATION			
This task relates to sorting 2-D and 3-D shapes according to their properties (angle and symmetry).			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0	The learner appears to have difficulties with shape at this level.	Check skills at Entry 2 (Task 9), in order to determine what skills are in place. You might also want to check the learner's knowledge of the language and context used.
C	1	The learner's skills in shape are not secure at this level.	Check error made to identify any particular areas of difficulty, e.g. knowledge of right angles. You might also want to check if the learner has any difficulties with the language and context used.
E	2	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 12), as the learner may have a higher level of skill.

ILP information

Long-term goal

To sort 2-D and 3-D shapes to solve practical problems using properties

Short-term goals (dependent upon the learner)

Target 1:

MSS2/E3.1 – To understand and use vocabulary related to shape, e.g. angle, line of symmetry, side length

Target 2:

MSS2/E3.1 – To identify right angles in 2-D shapes and the environment

Task no: 12 Subject: Numeracy Standard: Handling data: data and statistical measures			
<p>Task description</p> <p>Extract and record information and make numerical comparisons from lists, tables and charts</p>			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Extract and record information and make numerical comparisons from lists, tables and charts		HD1/E3.1 HD1/E3.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	E3.1	Extract information from a written list of telephone numbers	0800 169 0169
2	E3.1	Extract information from a table with information relating to dates and numbers	89 photocopies
3	E3.1	Extract information arranged in rows and columns	Seat D11
4	E3.1	Extract information from a bar graph – horizontal format	£50
5	E3.2	Extract and compare information from a bar graph – horizontal format	£150
6	E3.2	Extract and interpret information from a bar chart	Sunday
7	E3.2	Use a key to calculate correct answers in a pictogram	65 books
INTERPRETATION			
<p>This task tests the learner's skills in data handling – extracting information from a range of charts and graphs, understanding axes and using a key.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have difficulties with data handling at this level.	Check skills at Entry 2 (Task 10), in order to determine what skills are in place. You might also want to check the learner's knowledge of the language and contexts used.

	Number correct	Learner profile information	Next steps
C	2–5	There are some gaps in the learner's skills in extracting and interpreting information from a range of graphs and charts at this level.	Check the pattern of errors to identify any particular areas of difficulty, e.g. use of axes. You might also want to check if the learner has any difficulties with the language and contexts used.
E	6–7	Skills in this task appear to be sound.	Check these skills at Level 1 (Task 13), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read and understand information given by numbers, symbols, diagrams and charts in graphical, numerical and written material

Short-term goals (dependent upon the learner)

Target 1:

HD1/E3.1 – To extract information from lists, tables, diagrams and simple charts, using keys and labels

Target 2:

HD1/E3.1 – To use a scale to extract numerical values

Target 3:

HD1/E3.2 – To make numerical comparisons from bar charts and pictograms

Target 4:

HD1/E3.2 – To understand that a picture/icon in a pictogram can represent more than one

Task no: 13				Subject: Numeracy		Standard: Handling data: data and statistical measures	
Task description Represent information so that it makes sense to others							
Level		Curriculum elements				Curriculum reference(s)	
Entry 3		Represent information so that it makes sense to others				HD1/E3.3 HD1/E3.4	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		E3.3		Read a tally (groups of 5)		17	
2		E3.3		Complete a tally		2 tallies showing 10	
3		E3.4		Label an axis with the correct label		Number of visitors	
4		E3.4		Complete a bar graph with given information		Bar to show 30 hot chocolates	
INTERPRETATION							
This task examines the learner's ability to use and complete a tally and to complete a block graph with given data.							
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.							
	Number correct	Learner profile information			Next steps		
eM	0–1	The learner appears to have difficulties with representing data at this level.			Check skills at Entry 2 (Task 11), in order to determine what skills are in place. You might also want to check the learner's knowledge of the language and contexts used.		
C	2–3	There are some gaps in the learner's skills in representing data at this level.			Check the pattern of errors to identify any particular areas of difficulty, e.g. use of a tally. You might also want to check if the learner has any difficulties with the language and contexts used.		
E	4	Skills in this task appear to be sound.			Check these skills at Level 1 (Task 13), as the learner may have a higher level of skill.		

ILP information

Long-term goal

To record numerical information using a tally and to present data in tables, charts and diagrams

Short-term goals (dependent upon the learner)

Target 1:

HD1/E3.3 – To know what is meant by a tally and why it may be chosen as a method of recording numerical information

Target 2:

HD1/E3.3 – To know that tally marks have to be counted up to give a frequency

Target 3:

HD1/E3.4 – To understand different elements of charts, e.g. labels, axes, scale, key and apply these to own charts

Target 4:

HD1/E3.4 – To present own collected data in a suitable form

Task no: 1				Subject: Numeracy		Standard: Number: whole numbers	
<p>Task description</p> <p>Read, write, order, compare, round and estimate numbers, including large numbers and negative numbers</p>							
Level		Curriculum elements				Curriculum reference(s)	
Level 1		Read, write, order and compare numbers including large numbers and negative numbers. Approximate by rounding.				N1/L1.1 N1/L1.8 N1/L1.9	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L1.1		Write numbers in digits, from written text		272429 or 272,429	
2		L1.1		Understand that the position of a digit corresponds to its value – place value		472	
3		L1.2		Understand a negative value on a thermometer scale		Thermometer showing -5°C	
4		L1.8		Round up/down to the nearest thousand (know the 'halfway rule')		100000 or 100,000	
5		L1.9		Estimate by rounding up/down to whole numbers		Range from 17–20m	
6		L1.9		Estimate by rounding up/down to whole numbers		Range from £1.35 to £1.50	
INTERPRETATION							
<p>This task requires the learner to read, write, order and compare numbers, including place value and negative numbers in practical context. There are also questions on rounding and approximation.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner appears to have difficulties with understanding, ordering, rounding or approximating numbers and place value at this level.		Check skills at Entry 3 (Task 1) in order to determine what skills are in place. You might also want to check the learner's understanding of the language involved in this task.	

	Number correct	Learner profile information	Next steps
C	2–4	There are some significant gaps in the learner's number skills.	Check the pattern of errors to identify any particular areas of difficulty, in particular place value. You might also want to check if the learner has any difficulties with the language of maths, including numbers in words, rounding and estimating.
E	5–6	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 1), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To consolidate number recognition skills at Level 1 – reading, writing, ordering, comparing, rounding and estimation of numbers, including negative numbers

Short-term goals (dependent upon the learner)

Target 1:

N1/L1.1 – to read and write numbers, including large numbers up to seven digits, with an understanding of place value and zero as a place holder

Target 2:

N1/L1.1 – to order and compare numbers, including large numbers and understand the symbols for greater than and less than

Target 3:

N1/L1.8 – to approximate by rounding numbers up or down to different degrees of accuracy, e.g. nearest 10, 100, 1000, million

Target 4:

N1/L1.9 – to make approximate calculations (based on a reasoned guess)

Task no: 2 Subject: Numeracy Standard: Number: whole numbers			
Task description Add, subtract, multiply and divide			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Add, subtract, multiply and divide whole numbers using two-digit and three-digit numbers.		N1/L1.3 N1/L1.4 N1/L1.5 N1/L1.6
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L1.3	Addition including a four-digit number – linear format	4511 or 4,511
2	L1.3	Subtraction including a four-digit number – linear format	2472 or 2,472
3	L1.3 L1.5	Multiplication of three digits by two digits – linear format	7344 or 7,344
4	L1.3 L1.6	Division of four digits by two digits – linear format	302
5	L1.3	Addition of three four-digit numbers to find total	10086 or 10,086 people
6	L1.3	Subtract three digits from four digits – know that the operation is subtraction from written text	4290 or 4,290 litres
7	L1.3 L1.6	Select a mathematical operation to match written text – e.g. multiplication	315kg
8	L1.3 L1.6	Select a mathematical operation to match written text – e.g. division	32m
9	L1.3 L1.4	Select a mathematical operation to match written text – e.g. multiplication	1800 bottles
10	L1.3 L1.4	Select a mathematical operation to match written text – e.g. division	70cm
INTERPRETATION			
<p>This task tests the learner's ability in the four rules of number, including finding strategies to solve multiplication questions in a three-digit by two-digit format and division questions where the 'divider' is a two-digit number. Different context sometimes using text-based questions are included, as well as multiplication and division by 10 and 100.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			

	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have difficulties with interpreting and using the four rules in a range of everyday contexts.	Check skills at Entry 3 (Tasks 2, 3 and 4), in order to determine what skills are in place. You might also want to check the learner's understanding of the language involved in this unit.
C	3–7	There are some significant gaps in the learner's skills in using and interpreting the four rules of number.	Check the pattern of errors to identify any particular areas of difficulty, e.g. carrying and borrowing. You might also want to check if the learner has any language difficulties that may be interfering with understanding the range of contexts used. You may also want to conduct a more general check of number skills, e.g. times tables.
E	8–10	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 1), as the learner may have a higher level of skill. If one or two errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To add, subtract, multiply and divide using efficient written and mental methods

Short-term goals (dependent upon the learner)

Target 1:

N1/L1.3 – To use efficient written methods to add, subtract, multiply and divide

Target 2:

N1/L1.4 – To multiply and divide whole numbers by 10 and 100

Target 3:

N1/L1.5 – To recall multiplication facts up to 10×10 and make connections with division facts

Target 4:

N1/L1.6 – To recognise numerical relationships, e.g. commutative facts (i.e. 2×4 is the same as 4×2); multiples of 10, 50, 100, 1000; square numbers up to 10×10

Task no: 3				Subject: Numeracy		Standard: Number: whole numbers	
Task description Ratio and direct proportion							
Level		Curriculum elements				Curriculum reference(s)	
Level 1		Work out simple ratio and direct proportion				N1/L1.7	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L1.7		Understand simple ratio as a number of parts		4 litres	
2		L1.7		Understand that ratio is 'unequal' sharing. Find one part of a ratio by dividing by total number of parts		£100	
3		L1.7		Understand direct proportion as the same rate of increase or decrease, e.g. $\times 3$ or $\div 3$		9 eggs	
4		L1.7		Understand the need to find the cost of one item before finding costs of any number of items		£750	
INTERPRETATION							
This task deals with simple ratio and direct proportion in a range of everyday contexts.							
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.							
	Number correct	Learner profile information				Next steps	
EM	0–1	The learner appears to have difficulties with understanding ratio and proportion in a range of everyday contexts.				Check number skills at Entry 3, in order to determine what skills are in place. You might also want to check the learner's understanding of the language of ratio and proportion.	
C	2–3	There are some significant gaps in the learner's skills in understanding ratio and proportion.				Check the pattern of errors to identify any particular areas of difficulty, e.g. understanding of the concept of ratio. You might also want to check if the learner has any language difficulties that may be interfering with understanding the range of contexts used.	
E	4	Skills in this task appear to be sound.				Check these skills at Level 2 (Task 2), as the learner may have a higher level of skill.	

ILP information

Long-term goal

To work out simple ratio and direct proportion

Short-term goals (dependent upon the learner)

Target 1:

N1/L1.7 – To understand simple ratio as the number of parts, e.g. three parts to one part

Target 2:

N1/L1.7 – To understand that the ratio remains the same if there is increase or decrease throughout, e.g. doubling ingredients for a recipe

Task no: 4 Subject: Numeracy Standard: Number: fractions, decimals and percentages			
Task description Read, write, order and compare common fractions			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Read, write, order and compare common fractions including mixed numbers and recognise equivalencies between fractions, decimals and percentages		N2/L1.1 N2/L1.2 N2/L1.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L1.1	Understand that the equivalent of one is when the numerator and denominator are the same	$\frac{7}{16}$
2	L1.1	Know fraction equivalents of $\frac{1}{4}$	$\frac{4}{16}$
3	L1.1	Recognise that the smaller the denominator, the bigger the fraction (when the numerator is the same)	$\frac{1}{3}$
4	L1.1	Know how to change 'improper fractions' to 'mixed numbers' or vice versa	$\frac{7}{3}$
5	L1.2	Know that $\frac{1}{5}$ is the same as divide by 5	5
6	L1.2	Know that the process for finding $\frac{2}{5}$ is find $\frac{1}{5}$ first, then multiply by two	12
7	L1.2	Know that the process for finding $\frac{2}{3}$ is find $\frac{1}{3}$ first, then multiply by two	12
8	L1.2	Know that $\frac{5}{5}$ equals 1 and how to find $\frac{3}{5}$	£36 or £36.00
9	L1.3	Understand the equivalent of $50\% = \frac{1}{2}$	$\frac{1}{2}$
10	L1.3	Understand the equivalent of $\frac{1}{4} = 0.25$	0.25
INTERPRETATION			
This task covers ordering of fractions, understanding of fraction equivalents, including % and decimal equivalents and finding fractions of a whole.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			

	Number correct	Learner profile information	Next steps
eM	0–2	The learner appears to have difficulties with fractions at this level.	Check skills at Entry 3 (Task 5), in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats involved in this unit.
C	3–7	There are some significant gaps in the learner's skills with fractions.	Check the pattern of errors to identify any particular areas of difficulty, e.g. understanding of equivalence, numerator and denominator. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used.
E	8–10	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 4), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, write, order and compare common fractions and mixed numbers and recognise equivalencies between common fractions, percentages and decimals

Short-term goals (dependent upon the learner)

Target 1:

N2/L1.1 – To know common equivalent fractions, e.g. half, quarter, third, fifth, tenth and to know that in unit fractions the larger the denominator the smaller the fraction

Target 2:

N2/L1.2 – To know how to change improper or non-unit fractions to mixed whole numbers and fractions

Target 3:

N2/L1.2 – To know that there are different strategies for finding fractional parts, e.g. to find $\frac{2}{5}$ of a quantity, you can find $\frac{1}{5}$ and multiply by 2

Target 4:

N2/L1.3 – To know equivalencies between common fractions, percentages and decimals, e.g. $50\% = \frac{1}{2} = 0.5$ and use each appropriately, e.g. recognise that $\frac{1}{2}$ price is the same as 50% and that $\frac{1}{2}$ is 0.5 when using the calculator

Task no: 5 Subject: Numeracy Standard: Number: fractions, decimals and percentages			
Task description Understand and use decimal fractions up to three decimal places			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Read, write, order and compare decimals up to three decimal places. Add, subtract, multiply and divide decimals and round decimals to whole numbers or two decimal places		N2/L1.4 N2/L1.5 N2/L1.6 N2/L1.7
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L1.4	Ordering decimals – know that the position of the digit signifies the value	0.200 0.02 0.002
2	L1.4	Ordering decimals – know that the position of the digit signifies the value	0.003 0.03 0.033
3	L1.5	Addition with zero as a place holder	235.49
4	L1.5	Subtraction of money	£35.11
5	L1.5	Multiply decimal fraction by single-digit whole number, including 'carrying' figure	1087.92
6	L1.5	Divide decimal fraction by single-digit whole number, including 'remainder' and 'carry over'	£130.54
7	L1.5	Add whole numbers and decimal fractions up to two decimal places	180.48kg
8	L1.5	Select a mathematical operation to match written text – e.g. subtraction – in a problem using decimal fractions	35.8 litres
9	L1.5	Select a mathematical operation to match written text – e.g. multiplication – in a problem using decimal fractions to two decimal places, with carrying	24.75m
10	L1.6	Multiply a decimal fraction by 100	1030
11	L1.6	Multiply a decimal fraction by 10	26.1
12	L1.7	Round decimal fractions up or down to the nearest whole number	4 or 4.0
13	L1.7	Round decimal fractions up or down to one decimal place	4.5 or 4.50
14	L1.7	Round decimal fractions up or down to two decimal places	15.33

INTERPRETATION

This task covers reading, writing, ordering and comparing decimals in a range of formats and contexts. Also covered are adding, subtracting, multiplying and dividing decimals (including by 10 and 100). Also covered are rounding to the nearest whole number, one decimal place and two decimal places.

The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have difficulties with understanding and working with decimal fractions at this level.	Check skills at Entry 3 (Task 6), in order to determine what skills are in place. You might also want to check the learner's understanding of the language and formats and number skills involved in this task.
C	4–11	There are some significant gaps in the learner's skills in working with decimal fractions.	Check the pattern of errors to identify any particular areas of difficulty, e.g. place value after the decimal point. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills, for instance, times tables.
E	12–14	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 5), as the learner may have a higher level of skill. If any errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, write, order and compare decimals up to three decimal places and add, subtract, multiply, divide and round decimals up to two decimal places noting the effect of using 10 and 100

Short-term goals (dependent upon the learner)

Target 1:

N2/L1.4 – To read, write, order and compare decimals up to three decimal places, knowing that the decimal point separates the whole numbers from the decimal fractions and that the zero can be used as a place holder

Target 2:

N2/L1.5 – To add, subtract, multiply and divide decimals up to two decimal places

Target 3:

N2/L1.6 – To multiply and divide decimals by 10 and 100

Target 4:

N2/L1.7 – To approximate decimals by rounding to a whole number or two decimal places

Task no: 6				Subject: Numeracy		Standard: Number: fractions, decimals and percentages	
Task description Understand and use percentages and find percentage parts							
Level		Curriculum elements				Curriculum reference(s)	
Level 1		Read, write, order and compare percentages, work out percentage increase and decrease and find percentage parts of quantities and measurements				N2/L1.8 N2/L1.9 N2/L1.10	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L1.8		Know that percentage is out of 100		25%	
2		L1.8		Find a percentage increase and understand that the actual amount of increase depends on the number operated on		Pat	
3		L1.9		Find 10% of a sum of money		£9 or £9.00	
4		L1.9		Find 20% of a sum of money		£0.90	
5		L1.10		Find a 20% reduction		£120 or £120.00	
6		L1.10		Find a 20% increase		96p	
INTERPRETATION							
<p>This task tests the learner's ability to read, write, order, compare and calculate percentages, including simple percentage increase and decrease and simple percentage parts in a range of contexts.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner appears to have difficulties with understanding and working with percentage at this level.		Check number skills at Entry 3, in order to determine what skills are in place. You might also want to check the learner's understanding of the language of percentage.	

	Number correct	Learner profile information	Next steps
C	2–4	There are some significant gaps in the learner's skills in working with percentages.	Check the pattern of errors to identify any particular areas of difficulty, for example working in base 100. You might want to check if the learner has any difficulties with the language of percentage and the range of formats used. You may also want to check the learner's number calculation skills, for instance, times tables.
E	5–6	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 6), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, write, order and compare simple percentages; understand simple percentage increase and decrease and simple percentage parts of quantities and measurement

Short-term goals (dependent upon the learner)

Target 1:

N2/L1.8 – To understand percentage as the number of parts in a 100 and that 100% is the whole

Target 2:

N2/L1.9 – To find a simple percentage of quantities and measurements and be aware of some of the different methods to do this

Target 3:

N2/L1.10 – To find a simple percentage increase, e.g. 10% rise in cost

Target 4:

N2/L1.10 – To find a simple percentage decrease, e.g. 20% reduction in a sale

Task no: 7			Subject: Numeracy	Standard: Number: whole numbers, fractions, decimals and percentages
<p>Task description</p> <p>Use a calculator to calculate efficiently</p>				
Level	Curriculum elements			Curriculum reference(s)
Level 1	Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages			N2/L1.11
DIAGNOSTIC SCHEME				
Item no.		Objective/item description		Answer
1	L1.11	Divide a smaller number by a larger number, showing accuracy to two decimal points		0.43 or .43
2	L1.11	Know that $\frac{1}{3} = 1 \div 3$, and that the 1 has to be entered first. Show accuracy to two decimal points		0.33 or .33
3	L1.11	Find a fraction of an amount of money		£33 or £33.00
4	L1.11	Find a percentage amount of a sum of money, without using the percent key		£1197 or £1197.00
5	L1.11	Find a percentage amount of a weight, using the percent key		130g
INTERPRETATION				
<p>This task is tutor-observed, using the Calculator checklist. The learner is required to use a calculator to make a range of calculations, in a range of contexts, using whole numbers, decimals, percentage and fractions, and to a given level of accuracy.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner appears to have difficulties with using a calculator to complete calculations at this level.		Check calculator skills at Entry 3 (Task 7), in order to determine what skills are in place. You might also want to check the learner's understanding of the range of number calculations required in this task.

	Number correct	Learner profile information	Next steps
C	2–3	There are some significant gaps in the learner's skills in working with a calculator to perform calculations at this level	Check the pattern of errors to identify any particular areas of difficulty, for example use of all relevant function keys, place value and decimal point. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills.
E	4–5	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 7), as the learner may have a higher level of skill. If any errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages

Short-term goals (dependent upon the learner)

Target 1:

N2/L1.11 – To know how to change a fraction to a decimal on a calculator

Target 2:

N2/L1.11 – To understand that percentages can be calculated in more than one way, e.g. using the % function on a calculator

Target 3:

N2/L1.11 – To know how to interpret some displays by rounding, e.g. 6.99999999 as 7

Target 4:

N2/L1.11 – To know and use strategies to check answers obtained with a calculator, e.g. rough estimates, inverse calculation, by inputting figures in a different order

Task no: 8				Subject: Numeracy		Standard: Measures, shape and space: common measures	
Task description Add, subtract, multiply and divide money							
Level		Curriculum elements				Curriculum reference(s)	
Level 1		Add, subtract, multiply and divide money				MSS1/L1.1	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L1.1		Addition of sums of money, where zero as a place holder is an issue		£865.36	
2		L1.1		Select a mathematical operation to match written text, e.g. subtraction, in a problem using amounts of money – not commutative		£499.59	
3		L1.1		Select a mathematical operation to match written text, e.g. repeated addition or multiplication, in a problem using amounts of money		£173.25	
4		L1.1		Select a mathematical operation to match written text, e.g. division, not commutative		£9.25	
INTERPRETATION							
This task requires the learner to add, subtract, multiply and divide money in a range of everyday contexts.							
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.							
		Number correct		Learner profile information		Next steps	
eM		0–1		The learner appears to have difficulties with making money calculations at this level.		Check skills at Entry 3 (Task 8), in order to determine what skills are in place. You should also check the learner's understanding of the range of number calculations required in this task.	
C		2–3		There are some significant gaps in the learner's skills in making money calculations at this level		Check the pattern of errors to identify any particular areas of difficulty, for instance zero as a place holder. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills.	

	Number Correct	Learner Profile Information	Next Steps
E	4	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 9), as the learner may have a higher level of skill.

ILP information

Long-term goal

To add, subtract, multiply and divide sums of money and record results

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L1.1 – To work out the cost of things using appropriate mathematical operations, e.g. an expenses claim, the cost of goods on credit, pay deductions

Target 2:

MSS1/L1.1 – To understand place value of whole numbers and decimals

Target 3:

MSS1/L1.1 – To know that for column addition and subtraction, decimal points must be aligned

Task no: 9			Subject: Numeracy	Standard: Measures, shape and space: common measures
Task description Time: 12- and 24-hour clock and common date formats				
Level	Curriculum elements			Curriculum reference(s)
Level 1	Read, measure and record time in common date formats and in the 12-hour and 24-hour clock; calculate using time			MSSI/L1.2 MSSI/L1.3
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	L1.2	Write the date in number format, using a calendar		6/10/01 or 06/10/2001 or 06/10/01 or 6/10/2001
2	L1.2	Find the day of the week using the date in digital format		Thursday
3	L1.2	Convert 12-hour time to 24-hour time and read a simple railway timetable		1500 or 15.00
4	L1.2	Convert 12-hour time to 24-hour time and read a simple railway timetable		1130 or 11.30
5	L1.2	Change analogue 12-hour time to 24-hour clock time		1615 or 16.15
6	L1.2	Change digital 24-hour time to 12-hour time		10.40pm
7	L1.3	Calculate the duration of work time in one day, in hours and minutes		8 hours 15 minutes
8	L1.3	Calculate overtime, changing minutes to hours and minutes		2 hours 10 minutes
9	L1.3	Calculate the duration of work time for one week in hours and minutes, using a text prompt		41 hours 15 minutes
10	L1.3	Calculate the duration of a TV programme in hours and minutes, using a text prompt		1 hour 55 minutes
11	L1.3	Calculate the duration of work time for one week in hours and minutes, using a timesheet		29 hours 15 minutes
INTERPRETATION				
<p>The learner is required to demonstrate understanding of date formats as well as to make calculations of time in hours and minutes in the 12- and 24-hour clock, digital and analogue, in a range of contexts.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>				

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have difficulties with making time and date calculations at this level.	Check skills at Entry 3 (Task 9), in order to determine what skills are in place. You should also check the learner's understanding of the range of number calculations required in this task, e.g. working in base 60 and base 24.
C	4–9	There are some significant gaps in the learner's skills in making time and date calculations at this level	Check the pattern of errors to identify any particular areas of difficulty, for instance 24-hour clock and working in base 60. You might want to check if the learner has any difficulties with the language of maths and the range of formats used.
E	10–11	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 8), as the learner may have a higher level of skill. If any errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, measure, record, and calculate time in common date formats and in the 12-hour and 24-hour clock

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L1.2 – To understand and use time in the 12-hour and 24-hour clock, e.g. timetables

Target 2:

MSS1/L1.2 – To understand and use common date formats

Target 3:

MSS1/L1.3 – To calculate using time, e.g. add and subtract in hours and minutes, journey times, cooking times

Target 4:

MSS1/L1.3 – To convert units of time, e.g. 70 minutes is 1 hour 10 minutes, a baby 18 months old is 1 year and 6 months/ $1\frac{1}{2}$ years old

Task no: 10 Subject: Numeracy Standard: Measures, shape and space: common measures			
Task description Read, estimate, measure and compare temperature, capacity, length, weight and distance			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Read, estimate, measure and compare temperature, capacity, length, weight and distance		MSS1/L1.4 MSS1/L1.5 MSS1/L1.6 MSS1/L1.7
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L1.4 L1.7	Capacity – read a scale with marked intervals of 50ml and convert from decimal notation	A line drawn at 350ml
2	L1.4 L1.7	Capacity – read a variety of scales marked in millilitres and litres and make comparative readings	Jugs 1 and 3
3	L1.4 L1.7	Measure length – read a scaled ruler in cm and record the measure in mm	136mm
4	L1.4	Measure length – estimate height in metres and parts of a metre	0.5m or 1/2m
5	L1.4	Weight – read a scale marked in grams and labelled in kilograms and record a weight that is unlabelled	7.8kg
6	L1.4	Read a temperature scale marked in degrees centigrade and labelled in 20° intervals (above 0°) and 5° intervals (below 0°)	19°C
7	L1.4	Read a temperature scale marked in degrees centigrade and labelled in 20° intervals (above 0°) and 5° intervals (below 0°)	-3°C
8	L1.5	Calculate mileage, using a mileage chart	71 miles
9	L1.5	Use a scale to calculate distance in kilometres on a simple map	72km
10	L1.5 L1.6	Calculate distance in kilometres, using a text prompt	759km
11	L1.5 L1.6	Calculate distance in miles, using a text prompt	4872.9 miles

INTERPRETATION

This task requires the learner to read, estimate, measure and compare temperature, capacity, length, weight and distance using scales to the nearest labelled and unlabelled division, with addition and subtraction within the same system.

The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have difficulties with common measures at this level.	Check skills at Entry 3 (Task 10), in order to determine what skills are in place. You should also check the learner's understanding of the range of contexts used in this task.
C	4–9	There are some significant gaps in the learner's skills in calculations involving common measures at this level.	Check the pattern of errors to identify any particular areas of difficulty, for instance working with a range of differently labelled scales. You might want to check if the learner has any difficulties with the language of maths and the range of contexts used.
E	10–11	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 10), as the learner may have a higher level of skill. If an error has been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To read, estimate, measure and compare length, weight, capacity and temperature using common units and instruments

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L1.4 – To estimate and measure length, using standard metric units with the appropriate measuring instrument, knowing the abbreviations mm, cm, m, km and how to convert between units

Target 2:

MSS1/L1.4 – To estimate and measure weight using standard metric units with the appropriate measuring instrument, knowing the abbreviations g, kg, how to convert between units and reading scales to the nearest labelled and unlabelled division

Target 3:

MSS1/L1.4 – To estimate and measure capacity using standard metric units with the appropriate measuring instrument, knowing the abbreviations ml, l, how to convert between units and reading scales to the nearest labelled and unlabelled division

Target 4:

MSS1/L1.4 – To estimate and measure temperature using the Celsius scale to the nearest labelled and unlabelled division

Target 5:

MSS1/L1.5 – To estimate and measure distance in both miles and kilometres and use a mileage chart and scale to estimate distance

Target 6:

MSS1/L1.6 – To make calculations of measures within the same systems, e.g. to add weights

Target 7:

MSS1/L1.7 – To convert units of measure within the same system, e.g. mm to m

Task no: 11				Subject: Numeracy		Standard: Measures, shape and space: common measures	
Task description Calculate area, perimeter and volume							
Level		Curriculum elements				Curriculum reference(s)	
Level 1		Calculate area, perimeter and volume of simple shapes, working within the same system				MSS1/L1.8 MSS1/L1.9 MSS1/L1.10	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L1.8		Calculate the perimeter of a rectangle, in whole metres		260m	
2		L1.9		Calculate the area of a rectangle, in metres		100m ² or 100.0m ²	
3		L1.10		Calculate the volume of a box, in centimetres		960cm ³	
INTERPRETATION							
The learner is required to calculate area, perimeter and volume of simple shapes, working within the same system.							
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.							
	Number correct	Learner profile information				Next steps	
eM	0	The learner appears to have difficulties with area, perimeter and volume at this level.				Check number and measure skills at Entry 3, in order to determine what skills are in place. You should also check the learner's understanding of the language used in this task.	
C	1–2	There are some gaps in the learner's skills in calculations of area, perimeter or volume at this level.				Check the pattern of errors to identify any particular areas of difficulty, for instance working in metres. You might want to check if the learner has any difficulties with the language of maths, e.g. perimeter. You may also want to give the learner further work in this area to check skills.	
E	3	Skills in this task appear to be sound.				Check these skills at Level 2 (Task 11), as the learner may have a higher level of skill. You may also want to give the learner further work in this area to check skills at this level.	

ILP information

Long-term goal

To work out the perimeter, area and volume of simple shapes

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L1.8 – To work out the perimeter of a simple shape, e.g. a garden

Target 2:

MSS1/L1.9 – To work out the area of rectangles, knowing that measurements must be in the same units before calculating and the results are written as square units

Target 3:

MSS1/L1.10 – To work out simple volume of a cuboid, e.g. a box, and know that all the measurements must be in the same units before calculation and that the results are written as cubic units

Task no: 12 Subject: Numeracy Standard: Measures, space and shape: shape and space			
Task description Problem-solving using properties of 2-D and 3-D shapes			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Problem solving using the mathematical properties of regular 2-D shapes		MSS2/L1.1
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L1.1	Identify how many degrees there are in a right angle	90
2	L1.1	Tessellation problem, involving fitting triangular tiles into a larger rectangle	8
INTERPRETATION			
The learner is required to identify the properties of shapes and use calculation and tessellation to solve a practical problem.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0	The learner appears to have difficulties with shape at this level.	Check skills at Entry 3 (Task 11), in order to determine what skills are in place. You should also check the learner's understanding of the contexts and language used in this task.
C	1	The learner appears to have a problem with an aspect of shape at this level.	Check the error made to identify the particular area of difficulty, for instance tessellation. You might want to check if the learner has any difficulties with the language of maths and the contexts used.
E	2	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 12), as the learner may have a higher level of skill.

ILP information

Long-term goal

To solve problems using the mathematical properties of regular 2-D shapes

Short-term goals (dependent upon the learner)

Target 1:

MSS2/L1.1 – To know that angles are measured in degrees and that a right angle is 90° or a quarter turn

Target 2:

MSS2/L1.1 – To identify regular 2-D shapes, shapes that tessellate and shapes with symmetry

Task no: 13			Subject: Numeracy	Standard: Handling data: data and statistical measures
Task description Extract, interpret and represent information				
Level	Curriculum elements			Curriculum reference(s)
Level 1	Extract and interpret information from charts and graphs and represent data in charts and graphs			HD1/L1.1 HD1/L1.2
DIAGNOSTIC SCHEME				
Item no.		Objective/item description		Answer
1	L1.1	Obtain information from a bar chart		December
2	L1.1	Obtain information from a bar chart		£15000
3	L1.1	Obtain information from a pie chart – answer expressed as a number		10 people
4	L1.1	Obtain information from pie chart – answer expressed as a fraction		$\frac{1}{4}$
5	L1.1	Obtain information from a pictogram using a key		2000 babies
6	L1.1	Obtain information from a pictogram using a key		5750 babies
7	L1.1	Read a line graph to extract information		4 minutes
8	L1.1	Read a line graph to extract information		60°C
9	L1.1	Use a conversion graph to convert grams to ounces		12 ounces
10	L1.1	Use a conversion graph to convert ounces to grams		500g
11	L1.2	Using a block graph, choose an appropriate scale from the information given and place it on the correct axis		in tens, scale 0–60 on vertical axis
INTERPRETATION				
The learner is required to obtain information from a bar chart, pie chart, pictogram, bar graph and line graph, to use keys and to represent data by labelling axes.				
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.				
	Number correct	Learner profile information		Next steps
eM	0–3	The learner appears to have difficulties with interpreting and representing data at this level.		Check skills at Entry 3 (Task 12), in order to determine what skills are in place. You should also check the learner's understanding of the language and range of contexts used in this task.

	Number correct	Learner profile information	Next steps
C	4–9	There are some significant gaps in the learner's skills in interpreting and/or representing data at this level.	Check the pattern of errors to identify any particular areas of difficulty, for instance understanding axes or reading scales. You might want to check if the learner has any difficulties with the language of maths and the range of contexts used.
E	10–11	Skills in this task appear to be sound.	Check these skills at Level 2 (Tasks 13 and 14), as the learner may have a higher level of skill. If any errors have been made in this task, check that the learner understands the particular skill tested in the question.

ILP information

Long-term goal

To collect, organise, extract and interpret information from graphical, numerical and written material

Short-term goals (dependent upon the learner)

Target 1:

HD1/L1.1 – To extract and interpret information in tables, diagrams, charts (e.g. pie, bar), line graphs, pictograms using the titles, labels, axis, key, effectively

Target 2:

HD1/L1.1 – To know how to use a simple scale, e.g. 1cm to 1m

Target 3:

HD1/L1.2 – To collect, organise and represent discrete data using appropriate format, e.g. tables, charts, diagrams, line graph and labelling appropriately

Task no: 14 Subject: Numeracy Standard: Handling data: data and statistical measures, and probability			
Task description Find the average (mean) and range for a set of data and calculate probability			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Calculate mean and range; calculate probability		HD1/L1.3 HD1/L1.4 HD2/L1.1 HD2/L1.2
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	HD1/L1.3	Find the mean from text relating to rate of goals scored	Three
2	HD1/L1.4	Find the range of highest daily temperatures	6°C
3	HD2/L1.1	Calculate the likelihood of two events occurring – spinner	True
4	HD2/L1.1	Calculate the likelihood of an event occurring – dice	One in six
5	HD2/L1.2	Understand that some events are certain to happen	One
INTERPRETATION			
This task requires the calculation of mean and range in a variety of everyday contexts and the calculation of probability (likelihood of an event occurring) in a variety of contexts and using a probability scale of 0 to 1.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not appear to understand how to tackle problems involving mean, range and probability.	Check the learner’s understanding of the language, concepts and range of contexts used in this task.

	Number correct	Learner profile information	Next steps
C	2–4	There are some gaps in the learner's skills in calculating mean and/or range and probability.	Check the pattern of errors to identify any particular areas of difficulty, for instance understanding range or the language or concepts of probability. You might want to check if the learner has any difficulties with the language and range of contexts used.
E	5	Skills in this task appear to be sound.	Check these skills at Level 2 (Task 15), as the learner may have a higher level of skill.

ILP information

Long-term goal

To find the arithmetical average (mean) and the range for a set of data; understand and use probability

Short-term goals (dependent upon the learner)

Target 1:

HD1/L1.3 – To know that the average (mean) is worked out by adding up the 'items' and dividing by how many there are, knowing that sometimes the mean can be distorted if some items have a much higher value than others, e.g. salaries

Target 2:

HD1/L1.4 – To find the range for a set of data understanding that the range measures the spread and the difference between the smallest and largest values, e.g. a line graph recording temperature over 24 hours

Target 3:

HD2/L1.1 – To understand and show that some events are more likely to occur than others and that the term probability is an expression of likelihood, e.g. a one in two chance.

Target 4:

HD2/L1.2 – To express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1, e.g. a fifty–fifty chance is an expression of likelihood using percentages.

Task no: 1 Subject: Numeracy Standard: Number: whole numbers			
Task description Read, order and calculate with numbers of any size			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Read, write, order and compare positive and negative numbers of any size in a practical context; carry out calculations with numbers of any size using efficient methods		N1/L2.1 N1/L2.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L2.1	Match words to digit format of any size	2500000 or 2,500,000
2	L2.1	Place value – position of digit denotes value and translate into written text	Seven hundred thousand
3	L2.1	Understand order of number of any size and how to write it in digital form	3100000 or 3,100,000
4	L2.1	Choose relevant operation from text and understand negative numbers	– £570000 or – £570,000
5	L2.1	Understand and calculate temperature with negative numbers	3°C
6	L2.2	Understand and use factors	No
7	L2.2	Understand and use factors	9
8	L2.2	Understand the term multiple	Yes
9	L2.2	Understand the term multiple	26
10	L2.2	Understand the term prime number	17
11	L2.2	Estimate by rounding numbers to most appropriate form	£56 – £60
12	L2.2	Estimate by rounding numbers to most appropriate form	13500 – 15000
INTERPRETATION			
This task requires the learner to read, order and calculate with numbers of any size and including negative numbers and place value. There are questions about multiples, factors, prime numbers, rounding and approximation.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears to have difficulties understanding place value and the terms multiple, prime number, factor and may be unable to estimate by rounding and approximation.	Check skills at Level 1 (Task 1), in particular place value, and check understanding of the specific language and terminology of this section.
C	4–9	The learner does not have a firm enough grasp of the basic essentials of number at this level, especially place value.	Check the pattern of errors to identify any particular areas of difficulty, e.g. the learner's understanding of place value and language of number, e.g. factor, multiple. You might also want to check if the learner has any difficulties with the language of maths, including numbers in words, rounding and estimating.
E	10–12	The learner seems to have a good grasp of the basic fundamentals of place value.	Check the pattern of any errors made and consolidate understanding by practice.

ILP information

Long-term goal

To read, write, order and compare positive and negative numbers of any size in a practical context

Short-term goals (dependent upon the learner)

Target 1:

N1/L2.1 – To understand place value and the role of zero however big the number

Target 2:

N1/L2.1 – To compare numbers in practical contexts, e.g. government spending figures

Target 3:

N1/L2.1 – To understand negative numbers in a practical context, e.g. temperature below zero, being 'in the red' at the bank

Target 4:

N1/L2.2 – To carry out calculations with numbers of any size using efficient mental and written methods

Task no: 2				Subject: Numeracy		Standard: Number: whole numbers	
Task description Ratio, proportion and scale							
Level		Curriculum elements				Curriculum reference(s)	
Level 2		Calculate ratio and direct proportion				N1/L2.3	
DIAGNOSTIC SCHEME							
Item no.		Objective/item description				Answer	
1		L2.3		Understand how to calculate ratio		240	
2		L2.3		Understand how to calculate ratio and be able to express it in relation to 1		5:1	
3		L2.3		Translate scale into actual size		5500mm	
4		L2.3		Translate scale into actual size		6m	
5		L2.3		Translate scale into actual size		5km	
INTERPRETATION							
This task tests the learner's understanding and ability to answer questions about ratio, proportion and scale.							
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.							
	Number correct	Learner profile information				Next steps	
eM	0–1	The learner does not appear to have an understanding of the concept of ratio, proportion or scale.				Check skills at Level 1 (Task 3), in order to determine what skills are in place. Check the learner's understanding of the terminology and the idea of ratio/scale being a relationship of one thing with another.	
C	2–3	The learner has some understanding of this area, but needs help with specific aspects of ratio/scale.				Check the pattern of errors to identify any particular areas of difficulty, e.g. understanding of the concept of ratio. You might also want to check if the learner has any language difficulties that may be interfering with understanding the range of contexts used.	
E	4–5	The learner seems to have a good understanding of ratio/scale.				If an error has been made, re-establish understanding by practising similarly set questions to consolidate learning.	

ILP information

Long-term goal

To calculate ratio and proportion

Short-term goals (dependent upon the learner)

Target 1:

N1/L2.3 – To understand ratio written in the form 3:2

Target 2:

N1/L2.3 – To understand how to work out the number of parts in a ratio and the value of one part

Task no: 3 Subject: Numeracy Standard: Number: whole numbers			
Task description Evaluate and use formulae			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Evaluate expressions and make substitutions in given formulae in words and symbols to produce results		N1/L2.4
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	L2.4	Understand brackets are worked out first before multiplying	14
2	L2.4	Understand brackets are worked out first before completing an operation	3
3	L2.4	Substitute in a given formula	26
4	L2.4	Recognise expanding brackets to make comparison	$l + l + w + w$
5	L2.4	Substitute in a given formula	60mph
INTERPRETATION			
In this task the learner is required to understand the rules regarding brackets and substitution in formulae.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears not to be able to evaluate expressions by using brackets or to substitute numbers in known formulae.	Check the learner knows that the contents of a bracket need to be worked out first and other operations relating to brackets. Check knowledge and understanding of the purpose of formulae.
C	2–3	The learner has some knowledge in this area but seems to have specific areas of difficulty.	Check for any commonality of error and revise evaluation and substitution procedure involving brackets and formulae.

	Number correct	Learner profile information	Next steps
E	4–5	The learner can solve problems using applied knowledge about brackets and formula substitution in formulae.	If an error has been made, check the learner's understanding of the specific question and revise the method/operations involved.

ILP information

Long-term goal

To evaluate and use formulae for calculation

Short-term goals (dependent upon the learner)

Target 1:

N1/L2.4 – To understand that words and symbols in formulae represent variable numbers and not things, that the contents of brackets are worked out first and when there is no operator between numbers that multiplication is implied

Target 2:

N1/L2.4 – To calculate from given formulae, e.g. area and volume

Task no: 4 Subject: Numeracy Standard: Number: fractions, decimals and percentages			
Task description Fractions			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Use fractions to order and compare amounts or quantities and recognise equivalencies between fractions, decimals and percentages		N2/L2.1 N2/L2.2 N2/L2.3 N2/L2.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	L2.1	Order and compare fractions	$\frac{2}{3}$
2	L2.1	Know the term, and calculate, the common denominator	24
3	L2.1	Find equivalencies of fractions	$\frac{16}{20}$
4	L2.1	Find equivalencies of fractions	$\frac{15}{24}$
5	L2.2	Convert decimal fractions to common fractions	$\frac{1}{4}$
6	L2.2	Convert percentages to fractions	$\frac{3}{100}$
7	L2.2	Understand place value in decimals and convert to common fractions	$\frac{1}{5}$
8	L2.2	Understand place value in decimals and convert to common fractions	$\frac{1}{50}$
9	L2.2	Understand place value in decimals and convert to common fractions	$\frac{1}{500}$
10	L2.3	Convert pence into fractions of a £	$\frac{1}{20}$
11	L2.3	Convert minutes to fractions of an hour	$\frac{1}{4}$
12	L2.3	Evaluate one number as a fraction of another	$\frac{1}{4}$
13	L2.4	Find a common denominator and add fractions	$\frac{7}{10}$
14	L2.4	Find a common denominator and subtract fractions	$\frac{1}{4}$
15	L2.4	Find a common denominator, add and subtract fractions, know the value of one whole one equals $\frac{6}{6}$	$\frac{1}{6}$

INTERPRETATION

This task covers a range of concepts dealing with fractions, including order and equivalency. There are questions about converting decimal fractions, percentages to fractions and fraction problems in a range of contexts.

The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.

	Number correct	Learner profile information	Next steps
eM	0–4	The learner does not have an understanding of the essential aspects of fractions.	Check the learner's understanding of fractions at Level 1 (Task 4) and check that the learner knows specific terms, such as denominator, and has a firm grasp of equivalencies. You might also want to check the learner's understanding of the language and formats involved in this task.
C	5–11	The learner has some understanding of fractions at this level but is experiencing difficulties in specific areas.	Check the pattern of errors to identify any particular areas of difficulty, e.g. understanding of equivalence, numerator and denominator. You might also want to check if the learner has any difficulties with the language of maths and the range of formats used.
E	12–15	The learner appears to have a good grasp of the necessary skills.	Check any errors to ensure the learner understands the specific concepts involved.

ILP information

Long-term goal

To understand and use fractions in practical contexts

Short-term goals (dependent upon the learner)

Target 1:

N2/L2.1 – To use fractions to order and compare amounts or quantities which can involve changing fractions to equivalent fractions with a common denominator

Target 2:

N2/L2.2 – To identify equivalences between fractions, decimals and percentages, e.g. express $\frac{3}{4}$ hr as 0.75 on a timesheet

Target 3:

N2/L2.3 – To evaluate one number as a fraction of another, e.g. 250g as a fraction of a kilogram

Target 4:

N2/L2.4 – To add and subtract fractions in practical contexts, e.g. hours on a timesheet that includes fractions

Task no: 5			Subject: Numeracy	Standard: Number: fractions, decimals and percentages
Task description Decimal fractions				
Level	Curriculum elements			Curriculum reference(s)
Level 2	Order, approximate and compare decimals when solving practical problems. Add, subtract, multiply and divide decimals up to three places.			N2/L2.5 N2/L2.6
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	L2.5	Round decimals to one decimal place (using the half rule)		15.4
2	L2.5	Round decimals to two decimal places (using the half rule)		22.34
3	L2.6	Add decimals up to three decimal places and align numbers correctly		341.636
4	L2.6	Subtract decimals up to three decimal places and align numbers correctly		2.759
5	L2.6	Multiply decimals up to two decimal places by single whole number		240.12
6	L2.6	Multiply a decimal by a decimal and place the decimal point correctly		6.3
7	L2.6	Divide a decimal by a decimal and place the decimal point correctly		2
INTERPRETATION				
This task requires the learner to order and approximate decimals, add, subtract, multiply and divide decimals to 3 decimal places.				
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner appears not to have a secure understanding of decimals at this level.		Check skills at Level 1 (Task 5), in order to determine what skills are in place. You may want to check the learner’s understanding of place value in relation to the decimal point and the need to align the decimal numbers correctly when doing calculations.

	Number correct	Learner profile information	Next steps
C	3–5	The learner has difficulty with some aspects of decimal fractions.	Check the errors the learner has made and look at specific areas of difficulty which may include place value and the awareness of the importance of the decimal point. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills, for instance, times tables.
E	6–7	Skills in this task appear to be satisfactory.	If an error has been made in this task, check the learner's understanding of the particular skill tested in the question.

ILP information

Long-term goal

To use and calculate decimal numbers up to three decimal places

Short-term goals (dependent upon the learner)

Target 1:

N2/L2.5 – To order and compare decimals to solve practical problems, e.g. compare currency exchange rates

Target 2:

N2/L2.5 – To round decimals to make approximate calculations

Target 3:

N2/L2.6 – To add and subtract decimals to three decimal places

Target 4:

N2/L2.6 – To multiply and divide decimals up to three decimal places

Task no: 6			Subject: Numeracy	Standard: Number: fractions, decimals and percentages
Task description Percentages				
Level	Curriculum elements			Curriculum reference(s)
Level 2	Order and compare percentages and understand percentage increase and decrease. Find percentage parts of quantities and measurements. Evaluate one number as a percentage of another			N2/L2.7 N2/L2.8 N2/L2.9
DIAGNOSTIC SCHEME				
Item no.		Objective/item description		Answer
1	L2.7 L2.8	Find percentage increase		£13125 or £13125.00
2	L2.7 L2.8	Find percentage decrease		£18000 or £18000.00
3	L2.9	Evaluate one number as percentage of another		30%
4	L2.9	Calculate VAT (17.5%) to find a total cost		£49.00 and £329.00
INTERPRETATION				
This task requires the learner to calculate percentage increase and decrease, evaluate one number as a percentage of another and to make a calculation of VAT.				
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.				
	Number correct	Learner profile information		Next steps
eM	0–1	The learner appears to have difficulties understanding how to calculate percentage.		Check the learner’s understanding of percentages at Level 1 (Task 6) and of the language and terminology used in this task.
C	2–3	The learner has not understood some aspects of percentage.		Check the pattern of errors to identify any particular areas of difficulty, for example working in base 100. You may want to check if the learner has any difficulties with the language of percentage and the range of formats used. You may also want to check the learner’s number calculation skills, for instance, times tables. You may want to check the learner’s strategy for working out VAT calculations.

	Number correct	Learner profile information	Next steps
E	4	The learner seems to have a good grasp of percentage.	There seem to be no problems in calculating in percentage, but you may want to check this with a range of further percentage problems.

ILP information

Long-term goal

To order, compare and calculate percentages

Short-term goals (dependent upon the learner)

Target 1:

N2/L2.7 – To understand and compare percentage increase and decrease, e.g. 20% off in the sales, the cost of one loan with credit facilities compared with another

Target 2:

N2/L2.8 – To find percentage parts of quantities and measurements and know that there is more than one way of working it out

Target 3:

N2/L2.8 – To know how to work out VAT

Target 4:

N2/L2.9 – To evaluate one number as a percentage of another, e.g. what percentage of the group travels by public transport

Task no: 7				Subject: Numeracy		Standard: Number: whole numbers, fractions, decimals and percentages			
Task description Use a calculator to calculate efficiently									
Level		Curriculum elements				Curriculum reference(s)			
Level 2		Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages				N2/L2.10			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1	L2.10	Input information correctly (use of brackets), using memory function keys				60			
2	L2.10	Calculate percentage of a given amount using % function key				£702 or £702.00			
3	L2.10	Calculate a fraction of a given number using a calculator				937.5			
4	L2.10	Change a fraction to a decimal, to 3 decimal places				0.667			
5	L2.10	Calculate VAT, using the % function key				£437.64			
INTERPRETATION									
<p>This task is tutor-observed, using the Calculator checklist. This task explores the ability of the learner to use a calculator to solve problems relating to whole numbers, fractions, decimals and percentage, using the appropriate function keys, including the memory keys.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner appears not to be able to solve problems using the calculator.				Check skills with the calculator in Level 1 (Task 7). Check the learner's ability to use calculator functions and strategies correctly. You might also want to check the learner's understanding of the range of number calculations required in this unit.			

	Number correct	Learner profile information	Next steps
C	2–3	The learner seems to experience some difficulties using the calculator to solve problems related to number, fractions and decimals.	Check the pattern of errors to identify any particular areas of difficulty, for example the use of all the relevant function keys, place value and decimal point. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills.
E	4–5	The learner has a firm understanding of how to use a calculator to solve problems.	Check any error that has been made, look at the specific difficulty and set further questions to check understanding.

ILP information

Long-term goal

To use a calculator efficiently

Short-term goals (dependent upon the learner)

Target 1:

N2/L2.10 – To understand and use the memory and constant functions of the calculator

Target 2:

N2/L2.10 – To calculate using whole numbers, fractions, decimals and percentages

Task no: 8				Subject: Numeracy		Standard: Measures, space and shape: common measures			
Task description Time calculations									
Level		Curriculum elements				Curriculum reference(s)			
Level 2		Calculate, measure and record time in different formats				MSS1/L2.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1	L2.2	Change seconds to minutes and seconds				6mins 20secs			
2	L2.2	Change hours to minutes				255mins			
3	L2.2	Change minutes to hours and minutes				6hrs 40mins			
4	L2.2	Change days to hours				108hrs			
5	L2.2	Calculate intervals of time and use timetables				1255			
6	L2.2	Calculate intervals of time and use timetables				22mins			
7	L2.2	Extract information from a calendar format				27th May			
INTERPRETATION									
This task requires the learner to calculate and record time in different formats.									
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.									
	Number correct	Learner profile information				Next steps			
eM	0–2	The learner seems to have difficulties with many aspects of time at this level.				Check skills at Level 1 (Task 9), then check that the learner knows and can manipulate the various units of time and the corresponding equivalents, i.e. working in base 60 and base 24.			
C	3–5	The learner is not yet fully confident in handling time and/or date calculations at this level.				Check the pattern of errors to identify any particular areas of difficulty, for instance the 24-hour clock and working in base 60. You might want to check if the learner has any difficulties with the language of maths and the range of formats used.			
E	6–7	The learner has a good understanding of time calculations at this level.				If an error has been made, check specific areas of difficulty.			

ILP information

Long-term goal

To calculate, measure and record time in different formats

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L2.2 – To calculate using time, e.g. cooking time of turkey according to weight

Target 2:

MSS1/L2.2 – To measure and record time, e.g. the down time of a machine

Target 3:

MSS1/L2.2 – To understand dates and times written in different formats, e.g. holiday dates, journey times

Task no: 9		Subject: Numeracy	Standard: Measures, space and shape: common measures
Task description Convert currencies			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Calculate with sums of money and convert between currencies		MSS1/L2.1
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	L2.1	Use a conversion chart to convert \$ into £	£1.42
2	L2.1	Use a conversion chart to convert £ to €	324 euros
INTERPRETATION			
This task is about converting currencies.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0	The learner appears not to understand the methodology involved in converting currency.	Check skills at Level 1 (Task 8), in order to determine what skills are in place. You should also check the learner's understanding of the range of number calculations required in this task. Check the learner's ability to understand equivalences and to extract information from a chart.
C	1	The learner has some understanding of how to convert currency, using a conversion chart.	Check the specific error made and look at the specific difficulty experienced by the learner. You might want to check if the learner has any difficulties with the language of maths and the range of formats used. You may also want to check the learner's number calculation skills.
E	2	The learner appears to have a good understanding of currency conversion.	It may be useful to check the learner's skills with other types of conversion charts and with converting other currencies.

ILP information

Long-term goal

To calculate with money and convert between currencies

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L2.1 – To calculate the cost of items and convert cost from one currency to another

Target 2:

MSS1/L2.1 – To understand that exchange rates are not fixed but vary from day to day

Task no: 10 Subject: Numeracy Standard: Measures, space and shape: common measures			
Task description Measuring using scales and conversion			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Estimate, measure and compare length, distance, weight, capacity and temperature using metric and imperial measures. Calculate with units of measure within the same and between systems		MSS1/L2.3 MSS1/L2.4 MSS1/L2.5 MSS1/L2.6
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	L2.3	Read a scale between marked divisions and express answer as a decimal part of a centimetre – measure length	0.35cm or .35cm
2	L2.3	Estimate length by rounding up to whole numbers	2
3	L2.3	Estimate capacity by rounding decimals to whole numbers	5 gallons
4	L2.4	Recognise the Fahrenheit and Celsius temperature scales	Top scale C, bottom scale F
5	L2.4	Use scale to convert from Celsius to Fahrenheit	100°F
6	L2.5	Work out the relationship between area and capacity	1 tin
7	L2.6	Calculate and convert imperial measurement to metric measurement	150cm
INTERPRETATION			
This task tests the learner’s ability to estimate, measure and compare length, distance, weight, capacity and temperature using metric and imperial units.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner seems not to have a grasp of units of measurement, reading scales or conversion.	Check the learner’s skills in Level 1 (Task 10). Check the learner’s ability to read scales, calculate using metric measures and interpret written instructions accurately.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has difficulty in understanding some aspects of this task.	Check the errors and identify any specific areas of difficulty, e.g. converting measure from metric to imperial and vice versa. Check whether there are any problems translating text into mathematical operations.
E	5–7	The learner appears to have a good understanding of the mathematical concepts in this task.	If any errors have been made, check the learner's understanding of the particular skill tested in the question. You may want to extend testing to a wider range of measures, relevant to the learner's needs.

ILP information

Long-term goal

To estimate, measure and compare length, distance, weight, and capacity using appropriate units of measurement

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L2.3, MSS1/L2.5, MSS1/L2.6 – To estimate, measure and compare metric units of length and distance and know how to use conversion tables and scales to convert when appropriate to common imperial units, e.g. yards, feet inches, miles

Target 2:

MSS1/L2.3, MSS1/L2.5, MSS1/L2.6 – To estimate, measure and compare metric units of weight and know how to use conversion tables and scales to convert when appropriate to common imperial units, e.g. pounds, ounces

Target 3:

MSS1/L2.3, MSS1/L2.5, MSS1/L2.6 – To estimate, measure and compare metric units of capacity and know how to use conversion tables and scales to convert when appropriate to common imperial units, e.g. pints, gallons

Target 4:

MSS1/L2.4, MSS1/L2.5, MSS1/L2.6 – To estimate, measure and compare units of temperature and know how to use conversion tables and scales to convert between Celsius and Fahrenheit

Task no: 11 Subject: Numeracy Standard: Measures, space and shape: common measures

Task description
Calculate area and volume using formulae

Level	Curriculum elements	Curriculum reference(s)
Level 2	Understand and use given formulae for finding perimeters and areas of regular shapes, and the areas of composite shapes. Understand and use given formulae for finding volumes of regular shapes	MSS1/L2.7 MSS1/L2.8 MSS1/L2.9

DIAGNOSTIC SCHEME

Item no.	Objective/item description	Answer
1	L2.7 Re-arrange a formula to find unknown values – rectangle	$W = a \div l$
2	L2.7 Substitute values into a formula – rectangle	4cm
3	L2.7 Substitute values into a formula – area of a triangle	60cm ²
4	L2.7 Know parts of a circle	No 1. Radius No 2. Diameter No 3. Circumference
5	L2.7 Calculate diameter from a given radius	40cm
6	L2.7 Substitute values into a formula – area of a circle	1256cm ²
7	L2.7 Substitute values into a formula – circumference of a circle	94.2cm
8	L2.8 Find the area of a composite regular shape	88m ²
9	L2.8 Estimate area of an irregular shape by converting metres into centimetres	20000 cm ² – 25000 cm ²
10	L2.9 Re-arrange a formula and calculate the height of a 3D shape – volume	30cm

INTERPRETATION

In this task the learner has to demonstrate an understanding and use of given formulae to calculate area and volume of regular/irregular shape and how to substitute in a formula and work out results.

The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.

	Number correct	Learner profile information	Next steps
eM	0–3	The learner appears not to have a sound knowledge of the use of formulae to solve problems.	Check the learner's skills at Level 1 (Task 11) and knowledge of the concept of area and volume. Check the learner's ability to translate the text into correct usage of the formulae.
C	4–7	The learner has some grasp of the use of formulae but there are gaps in her/his understanding.	Check the pattern of errors to identify any particular areas of difficulty, for instance working in metres. You might want to check if the learner has any difficulties with the language of maths, e.g. diameter.
E	8–10	The learner has a good grasp of the essential skills in this unit and seems to understand the concepts involved.	If any errors have been made, check the learner's understanding of the particular skill tested in the question. You may want to extend testing further to a wider range of measures relevant to the learner's needs.

ILP information

Long-term goal

To understand and use formulae for finding a perimeter, area and volume

Short-term goals (dependent upon the learner)

Target 1:

MSS1/L2.7 – To understand and use the formulae for finding the perimeter and area of regular shapes, e.g. rectangular and circular shapes

Target 2:

MSS1/L2.7 – To understand the names for the properties of a circle and know the approximate value of π

Target 3:

MSS1/L2.8 – To understand and use the formulae for finding areas of composite shapes knowing that the measurements must be in the same units before area can be calculated

Target 4:

MSS1/L2.9 – To understand and use the formulae for finding the volumes of regular shapes, e.g. cuboid, cylinder, knowing that the measurements must be in the same units before volume can be calculated

Task no: 12				Subject: Numeracy		Standard: Measures, space and shape: shape and space			
Task description Nets, 3-D shapes and parallel lines									
Level		Curriculum elements				Curriculum reference(s)			
Level 2		Recognise and use common 2-D representations of objects. Solve problems involving 2-D shapes and parallel lines				MSS2/L2.1 MSS2/L2.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		L2.1		Recognise a net of a cube		B			
2		L2.2		Know the definition of parallel lines		Lines that are always the same distance apart			
INTERPRETATION									
This unit tests the learner's understanding of 2-D representation of 3-D objects and parallel lines.									
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.									
	Number correct		Learner profile information			Next steps			
eM		0		The learner does not have the ability to recognise 3-D objects in 2-D form or know the definition of parallel lines.			Check the learner's understanding of 2-D properties at Level 1 (Task 12). Check the learner's knowledge of the concepts and language involved in the questions.		
C		1		The learner has made one error and is not secure in this task.			Check the learner's knowledge of the concept and language contained in the specific question answered incorrectly.		
E		2		The learner seems to understand the concepts involved in these questions.			The learner understands the net of a cube and parallel lines. You may want to extend the range of questions in order to explore this skill further.		

ILP information

Long-term goal

To recognise and use common 2-D representations of 3-D objects and to solve problems involving 2-D shapes and parallel lines

Short-term goals (dependent upon the learner)

Target 1:

MSS2/L2.1 – To understand that 3-D objects can be represented in 2-D and use the representation, e.g. maps, plans, machine drawings

Target 2:

MSS2/L2.2 – To solve problems using 2-D shapes and parallel lines, e.g. lay floor tiles, arrange a cutting pattern to avoid waste

Task no: 13 Subject: Numeracy Standard: Handling data: data and statistical measures			
Task description Extract information from discrete and continuous data			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Extract discrete and continuous data from tables, diagram, charts, and line graphs		HD1/L2.1
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	L2.1	Extract information from a pie chart	$\frac{1}{8}$
2	L2.1	Extract information from a pie chart	4
3	L2.1	Extract information from a bar chart and use a key	3000 or 3,000
4	L2.1	Extract information from a bar chart and use a key	2500 or 2,500
5	L2.1	Extract information from a bar chart and use a key	Type B
6	L2.1	Extract information from a line graph and assess trends from the slope of the graph	1973
7	L2.1	Extract information from a line graph and assess trends from the slope of the graph	Spending more on holidays
INTERPRETATION			
<p>This task requires the learner to extract discrete and continuous data from bar charts, pie charts and line graphs.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner seems to have difficulty extracting information from this type of data.	Check the learner's ability to extract information from diagrammatical form and from written text. Check the learner's understanding at Entry 3 (Task 12) and Level 1 (Task 13) in order to establish that basic concepts are in place.
C	3–5	The learner has an understanding of some of the skills involved in handling data.	Check the pattern of errors to identify any particular areas of difficulty, for instance interpreting axes. You might want to check if the learner has any difficulties with the language and range of contexts used.

	Number correct	Learner profile information	Next steps
E	6–7	The learner appears to have a good grasp of data handling at this level.	If an error has been made, check the learner's understanding of the specific question.

ILP information

Long-term goal

To extract information from a variety of graphical, numerical and written information

Short-term goals (dependent upon the learner)

Target 1:

HD1/L2.1 – To know how to extract information from tables, bar charts, pie charts and line graphs that have more than one line

Target 2:

HD1/L2.1 – To understand the difference between discrete and continuous data

Task no: 14 Subject: Numeracy Standard: Handling data: data and statistical measures			
Task description Represent data			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Collect, organise and represent discrete and continuous data in tables, charts, and line graphs		HD1/L2.2
DIAGNOSTIC SCHEME			
Item no.		Objective/item description	Answer
1	L2.2	Complete the vertical axis from given information	5 10 15 20 25
2	L2.2	Enter data to make a line graph from given information	Points meet at the following co-ordinates 1000 – 10 1100 – 20 1200 – 20 1300 – 20 1400 – 25 1500 – 15
3	L2.2	Extract information from the line graph	2 hours
INTERPRETATION			
This task tests the learner’s ability to collect, organise and represent discrete and continuous data in line graphs.			
The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.			
	Number correct	Learner profile information	Next steps
eM	0	The learner has not understood the basic essentials of representing information in line graphs.	Check skills at Entry 3 (Task 13) and/or Level 1 (Task 13) to test the learner’s level of understanding of representing data.
C	1–2	The learner has an understanding of some of the skills involved in representing data.	Check errors to identify any particular areas of difficulty, for instance understanding axes. You might want to check if the learner has any difficulties with the language and context used.

	Number correct	Learner profile information	Next steps
E	3	The learner has a good grasp of representing data in a line graph.	You may want to extend the range of contexts in order to ensure the learner has a firm grasp of representing data.

ILP information

Long-term goal

To collect, organise and represent discrete and continuous data in graphical form

Short-term goals (dependent upon the learner)

Target 1:

HD1/L2.2 – To collect data and choose appropriate ways to show information

Target 2:

HD1/L2.2 – To understand that continuous data is collected through measurement, e.g. a patient's temperature over an interval of time represented as a line graph

Target 3:

HD1/L2.2 – To know how to choose a suitable scale to fit the data

Target 4:

HD1/L2.2 – To know how to label charts, graphs and diagrams

Task no: 15				Subject: Numeracy		Standard: Handling data: data and statistical measures, and probability			
<p>Task description</p> <p>Calculate mean, mode and median and probability</p>									
Level		Curriculum elements				Curriculum reference(s)			
Level 2		Find the mean, median and mode and use them as appropriate to compare two sets of data. Identify the range of possible events				HD1/L2.3 HD2/L2.1			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1	HD1/L2.3	Find the mean				51			
2	HD1/L2.3	Find the mode				12			
3	HD1/L2.3	Find the median				57			
4	HD1/L2.3	Find the mean				£5.15			
5	HD2/L2.1	Calculate the likelihood of an event occurring				1/200			
6	HD2/L2.1	Probability: know that events occurring are independent				1/2			
INTERPRETATION									
<p>This task tests the learner' ability to find the mean, median and mode and use them appropriately to compare two sets of data and to identify the range of possible outcomes of combined events.</p> <p>The information from the Item description shows specifically where the learner may be having difficulty. Use the Next steps information to discuss feedback with the learner.</p>									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner does not appear to understand the methodology involved in finding mean, mode and median or understand the concept of probability and outcomes.				Check that the learner understands the differences between the terms mean, median and mode. You may also want to test skills at Level 1 (Task 14). Check the learner's understanding of the terminology of probability, e.g. chance and outcomes and of the text generally.			

	Number correct	Learner profile information	Next steps
C	2–4	The learner has some understanding of calculating mean, median, mode and probability.	Check the pattern of errors to identify any particular areas of difficulty, for instance understanding of language or concepts of probability. You might want to check if the learner has any difficulties with the contexts used.
E	5–6	Skills in this task appear to be sound.	If the learner has made an error, discuss any difficulty and check understanding of the operations involved. You may also want to extend the range of questions on these topics.

ILP information

Long-term goal

To compare data by finding the mean, median and mode and to identify and record a range of possible outcomes of combined events (probability)

Short-term goals (dependent upon the learner)

Target 1:

HD1/L2.3 – To understand what is meant by mean, median and mode and understand that each average is useful for different purposes

Target 2:

HD1/L2.1 – To compare data, e.g. compare performance of currency from a previous time period

Target 3:

HD2/L2.1 – To identify the range of possible outcomes of combined events, e.g. the gender of twins

Target 4:

HD2/L2.1 – To record the range of possible events, e.g. in tree diagrams, tables

Diagnostic feedback and ILP information

Numeracy error analysis

Areas covered

Curriculum area	E1	E2	E3	L1	L2
Number		✓	✓	✓	✓
MSS	✓	✓	✓	✓	✓
Data		✓	✓	✓	✓

Number

Level	Curriculum ref.	Example	Comments
E2	N1/E2.3	$\begin{array}{r} 20 - \\ 13 \\ \hline 13 \end{array}$ $\begin{array}{r} 20 - \\ 13 \\ \hline 17 \end{array}$	<p>If given a chance to look at the answer objectively, the learner may realise that it is not possible to have such a large number, given the numbers involved. However many learners without a 'feel' for numbers can happily accept an answer like this, especially if the sum is presented in this vertical format.</p> <p>Many learners faced with a zero or a number smaller at the top in a subtraction will reverse the subtraction so that they can carry out the subtraction, not understanding that subtraction is not commutative.</p> <p>This learner has not recognised that it is necessary to 'borrow' and 'pay back' – if this is how they have been taught (common with older learners):</p> $\begin{array}{r} 2'0 - \\ ^2 13 \\ \hline 7 \end{array}$

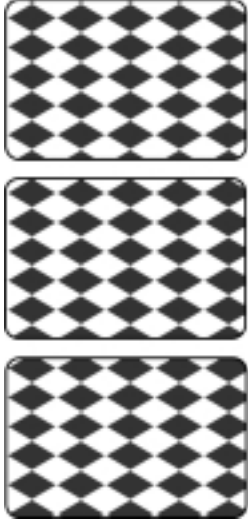
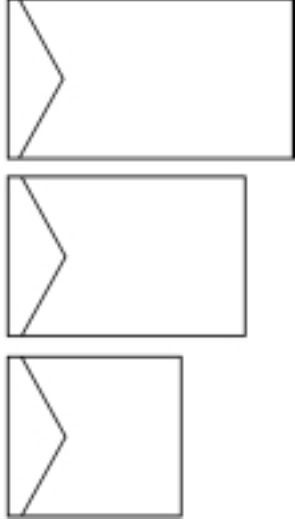
Level	Curriculum ref.	Example	Comments
E2	N1/E2.3	<p>Problem: Angela thinks of a number. She doubles it and then adds 5. The answer is 19. What is her number?</p> <p>Learner's answer: 14</p>	<p>Learners can quite easily forget to carry out all stages in this process, as the 'borrowing' method relies on memorising a mechanical function, rather than on having an understanding of the underlying concept.</p> <p>Alternatively, if they have used the 'decomposition' method, they may have forgotten to complete the process:</p> $\begin{array}{r} 12 \\ 13 \\ \hline 7 \end{array}$ <p>A learner at this level needs to explore many mental strategies and develop a better 'feel' for number, before turning to a paper-based method first.</p> <p>This learner had been doing a whole set of sums where the decomposition method had been used to work them out. He has then continued to apply the method even when the sum does not require it. This is again a reason to encourage learners to look at the problem before they start and to think of alternative ways to solve it, rather than relying on a 'method' which is often inappropriate for the size and type of numbers involved.</p> <p>The 'language' has definitely got in the way for this learner. She has seen the two numbers in the question and subtracted them. The concept of working backwards to get to the answer is partly in place, but 'overload' was probably quickly reached when the concept of doubling was introduced in this 'wordy' problem.</p>
E2	N1/E2.5 N1/E2.3	<p>Problem: Angela thinks of a number. She doubles it and then adds 5. The answer is 19. What is her number?</p> <p>Learner's answer: 14</p>	<p>Learners can quite easily forget to carry out all stages in this process, as the 'borrowing' method relies on memorising a mechanical function, rather than on having an understanding of the underlying concept.</p> <p>Alternatively, if they have used the 'decomposition' method, they may have forgotten to complete the process:</p> $\begin{array}{r} 12 \\ 13 \\ \hline 7 \end{array}$ <p>A learner at this level needs to explore many mental strategies and develop a better 'feel' for number, before turning to a paper-based method first.</p> <p>This learner had been doing a whole set of sums where the decomposition method had been used to work them out. He has then continued to apply the method even when the sum does not require it. This is again a reason to encourage learners to look at the problem before they start and to think of alternative ways to solve it, rather than relying on a 'method' which is often inappropriate for the size and type of numbers involved.</p> <p>The 'language' has definitely got in the way for this learner. She has seen the two numbers in the question and subtracted them. The concept of working backwards to get to the answer is partly in place, but 'overload' was probably quickly reached when the concept of doubling was introduced in this 'wordy' problem.</p>

Level	Curriculum ref.	Example	Comments
E2	N1/E2.5	$6 \times 7 =$ Answer: $7 \ 14$ 7 $7 \ 14$ 7 $7 \ 14$ 7 $\underline{\quad}$ 42	<p>The learner got it right and certainly shows that s/he is aware that multiplication is repeated addition. However the method is slow and inefficient and will eventually have an impact when multiplication is only one of many processes within a mathematical problem. The learner clearly does not know times tables. A times table square and/or a calculator should be encouraged, particularly if you suspect that the learner may always have difficulty with this kind of rote learning, e.g. a dyslexic learner.</p>
E3	N1/E3.4	3×14 is Answer: 17	<p>The learner has mistaken the multiply symbol for an addition symbol. This is a common error particularly if the person has been doing a lot of one type of calculation and gets into the 'rhythm' of it.</p> <p>Working on putting in the missing operator given all the other details in a calculation may draw the learner's attention to the importance of identifying the operator correctly.</p> <p>It will of course be necessary to check that the learner can multiply at this level!</p>
E3	N1/E3.6	23 college students are going on a visit by car to an exhibition. If a car holds 5 people, how many cars do they need? Answer: 4	<p>The learner has not realised that the remainder, i.e. 3, represents a number of people who still have to be conveyed to the exhibition. It is not uncommon for learners to perform a calculation resulting from a real context without thinking of what it means.</p> <p>The 'language' of the problem may be a real barrier (if a learner asks what 'sort' of sum it is, then it is the language getting in the way of the operation).</p> <p>Breaking problems into steps, discussing them and even drawing diagrams/pictures before starting, can help.</p>
L1	N1/L1.3	3525 divided by 5 = 75	<p>This learner has not used the zero as a place holder. This is probably a difficulty with place value. The learner has performed a mechanical operation without an understanding of the operation or a 'feel' for the size of the numbers. With the latter a learner should be able to recognise that you should not obtain a two-digit answer when dividing a four-digit number by one with a single digit.</p>

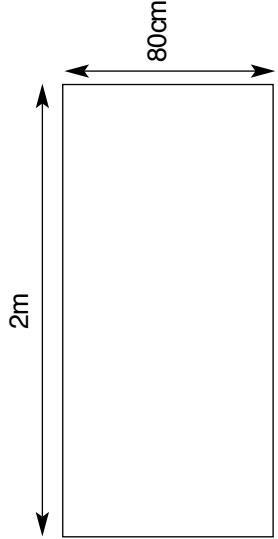

Level	Curriculum ref.	Example	Comments
L1	N1/L1.3	$ \begin{array}{r} 49 \times \\ 23 \\ \hline 147 \\ 98 \\ \hline 145 \end{array} $ $237 \times 21 = 467$	<p>This learner has made a very common mistake – she has not used zero as a place holder when multiplying by 2. In other words, she has not recognised that what is being done is actually multiplying by 20 – a consequence yet again of performing the operation without real understanding.</p> <p>This learner has multiplied the seven using the one from the 21, then multiplied the two and the three using the two from the 21. The learner does not understand how to multiply a three-digit number by a two-digit number and has not looked at the answer to see how inappropriate it is, considering the numbers involved.</p> <p>This lack of ‘feel’ for the answer says much about the learner’s experience in exploring number.</p> <p>An understanding of estimation, place value, multiplying by 10 and then doubling, should lead to learners making fewer mistakes of this kind.</p>
L1	N2/L1.3	<p>If a half can be written as $\frac{1}{2}$, 0.5, 50%, how can you write a quarter?</p> <p>Answer: $\frac{1}{4}$, 0.4, 40%</p>	<p>The learner has made an assumption that the 4 of the quarter must translate as 4 throughout. She does not understand the relationship between decimals and percentages.</p>
L1	N2/L1.5	$0.45 + 0.74 + 4 = 1.59$ $0.6 - 0.25 = 0.45$	<p>The learner has aligned the decimal numbers, but has not realised that the 4 is a whole number and has put it in the wrong column when the numbers are added in a vertical format:</p> $ \begin{array}{r} 0.45 + \\ 0.74 \\ \hline 4 \end{array} $ <p>This error may be attributed to a lack of understanding of place value and/or decimal numbers.</p> <p>In this problem, the learner has failed to use zero as a place holder (see above).</p>

Level	Curriculum ref.	Example	Comments
L2	N2/L2.4	$\frac{3}{4} + \frac{1}{2} = \frac{4}{6}$ $1\frac{2}{3} + 3\frac{4}{5} = 4\frac{22}{15}$ $\frac{3}{4} - \frac{1}{3} = \frac{2}{1}$	<p>The learner has not understood about finding a common denominator and has added the numerators and denominators and neglected to cancel at the end.</p> <p>This learner does know a lot about fractions to have got this far. However, s/he has added the whole numbers, then added the fractions without finally converting the result to a mixed number.</p> <p>In this case the learner merely subtracted the denominators and the numerators. This can especially be a problem if there is no understanding of the concept of equivalence.</p>

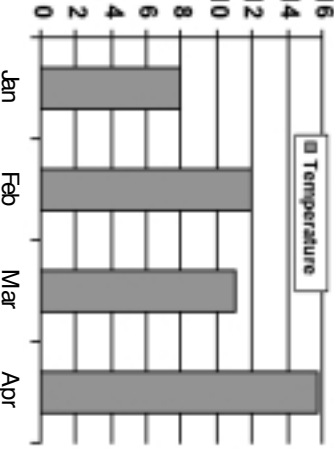

Measures, shape and space

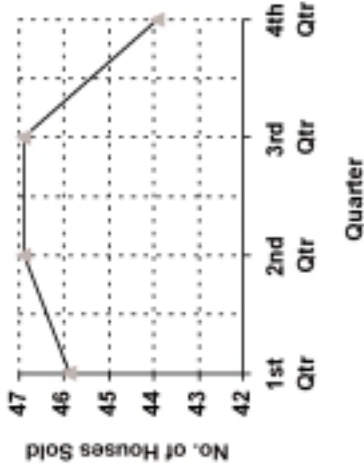
Level	Curriculum ref.	Example	Comments
E1	M SS1/E1.3	  <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>It may be worth checking that the learner has understood the concepts of size and capacity.</p> <p>Also, does the learner have any visual impairment or other disability or learning difficulty that might affect her/his ability to visualise and/or handle spatial concepts?</p>

Level	Curriculum ref.	Example	Comments
E2	MSSI/E2.2	<p>A newspaper costs 30p, and a can of drink 45p.</p> <p>How much change do you have from £1?</p> <p>Answer: 20p</p>	<p>The answer is close to the correct one and so you would need to check whether this had been an estimated answer or an inaccuracy in the calculation.</p> <p>There could be a number of reasons for the learner getting this wrong, depending on what method she has used, e.g. counting on, which involves counting reliably in fives/tens or subtracting from 100. It is very useful diagnostically to ask learners to explain their reasoning and methods.</p>
E3	MSSI/E3.6	<p>Match the following weights to the items:</p> <p>A bag of crisps, a bag of sugar, a baby, an adult</p> <p>5kg, 500g, 50kg, 30g</p> <p>Answer is given in incorrect order</p>	<p>Checking that the learner has understood the concept of weight is a useful start to helping the learner. It may be possible that an older learner is used to imperial measures, and is experiencing difficulty in handling concepts of metric measurement.</p> <p>The learner needs as much practice as possible in measuring, weighing, etc. Plenty of group or one-to-one discussion may also help.</p>
L1	MSSI/L1.3	<p>A journey starts at 9.35 am and finishes at 2.45 pm.</p> <p>How long did it take?</p> <p>Answer: 5.7hrs</p>	<p>The learner has correctly identified the number of hours and minutes before and after 12 noon, i.e. 2 hours 25 minutes and 2 hours 45 minutes respectively, but has treated the operation as a decimal addition and has failed to work in base 60.</p>

Level	Curriculum ref.	Example	Comments
L1	MSS1/L1.9	<p>Find the area of this rectangle in metres</p>  <p>Answer: 160m²</p>	<p>This learner has forgotten to convert the centimetres to metres. This could be a simple oversight – it could also indicate that s/he does not know how to convert between units of measure in the same system. It could also indicate a weakness in understanding of decimals – i.e. that 80 divided by 100 = 0.8</p> <p>A learner who estimated the answer should be able to explain that s/he would expect the answer to be something under 2m², by recognising that 80cm was a little less than 1m, and when multiplied by 2 should come to a little less than that.</p>
L2	MSS1/L2.5	<p>Which box of cornflakes represents the best value?</p>  <p>Answer: the 500g box</p> <p>Note: working shows learner calculated cost of 1g of each product – correctly, and achieved correct answer</p>	<p>In this instance the learner calculated the right answer and what s/he did was in fact correct, and perfectly acceptable.</p> <p>The learner has shown that whatever the ‘problem’ – finding the value of one thing and comparing it – s/he has the calculation skills to work it out. What s/he may not have had so much practice at is looking at a problem carefully before diving into it with a method to solve it. The learner needs practice at exploring efficient ways to solve problems after examining the facts and figures involved.</p> <p>What s/he needed to do here was to realise that the weight of the second box was twice – or 200% – that of the first, whereas the price was $\frac{1}{4}$ – or 25% – more. This would have made the calculation much quicker.</p>

Data

Level	Curriculum ref.	Example	Comments										
E2	HD1/E2	<p>Draw a bar chart to show the average monthly temperature in the UK from January to April:</p> <table border="1" data-bbox="1013 510 1109 1041"> <thead> <tr> <th>Month</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>8</td> <td>12</td> <td>13</td> <td>16</td> </tr> </tbody> </table> 	Month	Jan	Feb	Mar	Apr	Average	8	12	13	16	<p>The learner has correctly drawn the bar chart to illustrate the given data. However, she has omitted the legends and titles. This is a common omission – but without this information the chart is meaningless.</p> <p>The learner recognised that 13 was an odd number and therefore needed to be drawn with the top of the bar placed between the lines, but eventually represented its value in the wrong place.</p> <p>Learners should be taught that clearly labelling and titling data portrayed in tabular and graphical form is a vital part of the task and that accuracy is essential when inputting the data.</p>
Month	Jan	Feb	Mar	Apr									
Average	8	12	13	16									
E3	HD1/E3	<p>This tally shows the number of cars visiting a service station in a 5-minute period.</p> <p>How many visited it altogether?</p> <p>  </p> <p>Learner's response: 30</p>	<p>The learner has not recognised that the stroke across the tally represents the fifth item, and has counted in groups of four.</p>										

Level	Curriculum ref.	Example	Comments										
L1	HD1/L1	<p data-bbox="292 1207 320 1630">Estate Agent's Sales By Quarter</p>  <table border="1" data-bbox="379 1263 743 1729"> <thead> <tr> <th>Quarter</th> <th>No. of Houses Sold</th> </tr> </thead> <tbody> <tr> <td>1st Qtr</td> <td>46</td> </tr> <tr> <td>2nd Qtr</td> <td>47</td> </tr> <tr> <td>3rd Qtr</td> <td>44</td> </tr> <tr> <td>4th Qtr</td> <td>47</td> </tr> </tbody> </table> <p data-bbox="799 1236 868 1729">1. What is the overall trend in house sales over the year?</p> <p data-bbox="884 1267 952 1729">2. Explain what is happening from quarter to quarter.</p> <p data-bbox="968 1200 1037 1729">Response: Learner is unclear about data portrayed by graph.</p>	Quarter	No. of Houses Sold	1st Qtr	46	2nd Qtr	47	3rd Qtr	44	4th Qtr	47	<p data-bbox="263 147 389 1169">The learner may not be clear about the relationship between the value (y) and the category (x) axes. It can be quite hard to conceptualise the relationship between quantitative data and periods of time, especially when the data remains constant over more than one period. The learner may not understand the language used, e.g. <i>quarter</i>, in this context; <i>trend</i>.</p> <p data-bbox="422 163 451 1169">Discussion can help – as can practice, using newspapers or the chart tool on a spreadsheet.</p> <p data-bbox="486 297 515 1169">Again, it may be a good idea to check if the learner has any visual impairment.</p>
Quarter	No. of Houses Sold												
1st Qtr	46												
2nd Qtr	47												
3rd Qtr	44												
4th Qtr	47												

<i>Level</i>	<i>Curriculum ref.</i>	<i>Example</i>	<i>Comments</i>
L2	HD2/L2.1	<p>It can be common practice in a game of cards to let the person drawing the highest card start the game. So if the first person draws an 8:</p> <p>a) What are the chances that the second person draws a higher number (aces are low, that is they have the value of 1)?</p> <p>b) What are the chances that the second person also draws an 8?</p> <p>Response: a) 5/13 b) 4/13</p>	<p>Here the learner has demonstrated that s/he has understood at least the rudiments of calculating probabilities.</p> <p>However, when working on the first part, s/he has not taken into account that the first player has already withdrawn a card from the pack, leaving only 51 cards, and giving a probability of 20/51.</p> <p>When working on the second part, s/he has failed to take into account that one 8 has already been withdrawn from the pack – leaving only three 8s and 51 cards, giving a probability of 3/51, or 1/17.</p>

Calculator checklist

Calculator checklist – tutor observed

A calculator activity is included at all levels. It is intended that the questions will offer the learner the opportunity to demonstrate the ability to use a calculator to check and/or make calculations at the level.

Tutors should check by observation that the learner does actually use a calculator, and all the appropriate function keys.

Use the Calculator checklist for the appropriate level and confirm that the learner's skills are clearly established. Add any relevant comments in the space at the bottom of the checklist.

Name:	
Date:	
ENTRY 1 – TASK 3	
N1/E1.7 – use a calculator to check calculations using whole numbers	
	Established ✓
Q1. Circle the equals sign on the calculator.	
Answer: =	
<i>E1.7 – know the signs for addition, subtraction, equals</i>	
Q2. Circle the sign you would press to take one number away from another.	
Answer: –	
<i>E1.7 – know the signs for addition, subtraction, equals</i>	
Q3. Use your calculator to check this sum. Circle the tick if it is correct. Circle the cross if it is incorrect. $9 - 0 = 0$	
Answer: incorrect	
<i>E1.7 – recognise the numerals 0–9; know the sign for subtraction and equals; understand the order to key in numbers and operators</i>	
Q4. Use your calculator to check this sum. Circle the tick if it is correct. Circle the cross if it is incorrect. $4 + 2 + 4 = 10$	
Answer: correct	
<i>E1.7 – recognise the numerals 0–9; know the sign for addition and equals; understand the order to key in numbers and operators; know how to clear the display, and understand that this should be done before starting a new calculation</i>	
Comments:	

Name:

Date:

ENTRY 2 – TASK 5

N1/E2.8 – use a calculator to check calculations using whole numbers

Established ✓

Q1. Use your calculator to check these sums. Tick yes if you think the sum is right. Tick no if you think the sum is wrong.

$$9 \times 7 = 63$$

Answer: yes

N1/E2.8 – understand the order to key in numbers and operators; know how to clear the display and cancel a wrong entry

Q2. Use your calculator to check these sums. Tick yes if you think the sum is right. Tick no if you think the sum is wrong.

$$6 \times 8 = 56$$

Answer: no

N1/E2.8 – understand the order to key in numbers and operators; know how to clear the display and cancel a wrong entry

Q3. Use your calculator to check these sums. Tick yes if you think the sum is right. Tick no if you think the sum is wrong.

$$32 + 61 = 39$$

Answer: no

N1/E2.8 – understand the order to enter a two-digit number; know how to clear the display and cancel a wrong entry

Q4. Use your calculator to check these sums. Tick yes if you think the sum is right. Tick no if you think the sum is wrong.

$$7 \times 9 = 16$$

Answer: no

N1/E2.8 – understand the order to key in numbers and operators; know how to clear the display and cancel a wrong entry

Comments:

Name:

Date:

ENTRY 3 – TASK 7

N2/E3.4 – use a calculator to check calculations using whole numbers and decimals to solve problems in context, and to check calculations

Established ✓

Q1. Use your calculator to work out this sum. Tick the correct answer. $£3.40 + 76p = ?$ £11; £416.00; £79.40; £4.25; £4.16

Answer: £4.16

N2/E3.4 – know how to key in and interpret money calculations

Q2. Use your calculator to work out this sum. Tick the correct answer. $£16.37 - 92p = ?$ £1545; £75.63; £15.45; £17.29; £15.35

Answer: £15.45

N2/E3.4 – know how to key in and interpret money calculations

Q3. Three of these have the same answer. Tick the odd one out.
 $7 + 8$; $19 - 5$; 5×3 ; $30 \div 2$

Answer: $19 - 5$

N2/E3.4 – know and use strategies to check answers obtained with a calculator

Q4. Use your calculator to work out this sum. Tick the correct answer. $£14.19 \div 8 = ?$ £1.77; £1.79; £1.77375; £113.52

Answer: £1.77

N2/E3.4 – know how to key in and interpret money calculations; understand that a calculator will sometimes display a string of digits after the decimal point and that it is only necessary, at this level, to read the first two

Comments:

Name:

Date:

LEVEL 1 – TASK 7

N2/L1.11 – use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages

Use your calculator to work these out. Write your answers in the boxes.

Established ✓

Q1. Use your calculator to work these out. Show your answer to 2 decimal places. $3 \div 7 = ?$

Answer: 0.43 or .43

N2/L1.11 – know how to interpret calculator display by rounding

Q2. Find $\frac{1}{3}$ as a decimal, to 2 decimal places.

Answer: 0.33 or .33

N2/L1.11 – know how to change a fraction to a decimal on a calculator

Q3. Find $\frac{3}{5}$ of £55.009

Answer: 33 or 33.00

N2/L1.11 – use a calculator to calculate efficiently using fractions

Q4. Find 30% of £3990.00
(without using the percent key)

Answer: £1197 or £1197.00

N2/L1.11 – use a calculator to calculate efficiently using whole numbers; understand that percentages can be calculated in different ways

Q5. Find 20% of 650g, using the percent key.

Answer: 130g

N2/L1.11 – understand that percentages can be calculated in different ways, one of which is to use the function (%) key on a calculator

Comments:

Name:

Date:

LEVEL 2 – TASK 7

N2/L2.10 – use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages

Use your calculator to work out these sums. Write your answer in the boxes. Established ✓

Q1. $(5 \times 8) = (4 \times 5)$

Answer: 60

N2/L2.10 – understand the use of the memory function

Q2. What is 78% of £900?

Answer: £702 or £702.00

N2/L2.10 – use a calculator efficiently using percentages

Q3. What is $\frac{5}{8}$ of 1500?

Answer: 937.5

N2/L2.10 – use a calculator to calculate efficiently using fractions

Q4. What is $\frac{2}{3}$ as a decimal to 3 decimal places?

Answer: 0.667

N2/L1.11 – use a calculator to calculate efficiently using fractions and decimals

Q5. Use the % key to find VAT at $17\frac{1}{2}$ % of £2500.80.

Answer: £437.64

N2/L2.10 – use a calculator to calculate efficiently using percentages

Comments:

Initial interview

Initial interview

This can take the form of a structured discussion in which topics cover the following.

Interview pro forma

- Personal information
- Initial assessment/screening result
- Education history
- Access issues
- Specific information concerning literacy/numeracy/dyslexia

This pro forma provides questions and prompts that can be used at the tutor's discretion to collect information that can be helpful in identifying factors that may contribute to the diagnostic assessment, by identifying potential issues such as early education, health etc.

Interview record template

- Long-term goals
- Short-term goals
- Strengths
- Interests
- Current concerns
- Interpretation and background (of learner concerns, by the tutor)
- Next steps/action (assessment modules etc.)
- Decisions (learner and tutor to negotiate and agree)

This template can be used at the tutor's discretion to collect and organise information that may help the tutor and learner to identify appropriate diagnostic assessment tasks. In order to complete the template, tutors may find the following tips helpful.

Long- and short-term goals, strengths and interests

Goals, strengths and interests deal with positive issues in the learner's life. Avoid slipping into the current concerns while these are being discussed, though the learner may be anxious, in some circumstances, to get on to these. It is important for rapport that the positive issues are given sufficient time.

Current concerns

Use a range of questions to elaborate the learner's current concerns – the questions from the interview pro forma may be useful here. Tutors should differentiate these questions to accommodate the different needs of dyslexia, literacy and numeracy. This will also allow tutors in different sectors, such as those working with learners in the prison service and probation services and others, to incorporate their learners' requirements in terms of information. There is some guidance included but tutors should feel free to take a 'mix and match' approach as learners do not fall into neat little boxes – for example, a numeracy learner could also have dyslexia.

Skills for Life

Diagnostic Assessment Interview

Learner information – please complete sections as appropriate.

Name:

Contact details:

Phone (if appropriate):

Education/training provider:

Provider contact details:

Phone:

Tutor:

Date of interview:

Initial assessment/screening result:

Literacy/numeracy training course:

Date of diagnostic assessment:

(if different from interview)

Education history

Q1. Schools attended (if appropriate):

Q2. Qualifications in English/maths/own language/other (if appropriate):

Access

(These questions are to establish current support needs for the learning)

Q1. Tell me about any problems you might have with your hearing. Eg. do you find it difficult to hear a tutor/trainer if you are at the back of the room or do you find it difficult to hear a speaker when you are in a group of people?

Q2. Tell me about any problems you might have with your eyesight. Do you normally wear glasses? For example, do you find it difficult to read print in books or newspapers/wording on notices that are a little way away or on the board in a teaching session? Does print move around or cause you headaches if you have to read for any length of time?

Q3. Are there any other problems or difficulties that you want to talk to me about? Eg. mobility, access, ill-health, etc.

Subject specific questions

Q1. Tell me about your earliest experiences of problems with reading/writing/spelling/maths.

Q2. Tell me about the sorts of problems you have experienced.

Q3. Did you ever have an assessment for dyslexia or any other difficulties while at school?

Q4. Tell me about any help you had at school/special arrangements for examinations/other.

Q5. Have any other members of your family had similar difficulties with reading and/or writing (*Literacy/dyslexia specific*)? Eg. parents/siblings/children

Q6. Tell me about the difficulties with literacy/numeracy/dyslexia that you have now.
Eg. in work, training or on your course. (*Use to complete 'current concerns' in the template*)

Q7. Tell me about any other problems you have with learning e.g. learning in a group, concentration, memory, visual difficulties while reading, listening, taking notes, working quickly, remembering information such as tables, etc. (*Use to complete 'current concerns' in the template*)

Employment/training history

Learning style

(Use resources here if required)

Any other information

Interview record

Learner name:

Date:

Tutor:

<p>Long-term goals</p> <p>Short-term goals</p>	<p>Strengths</p>	<p>Interests</p>
<p>Current concerns <i>(learner)</i></p>	<p>Interpretation and background <i>(tutor)</i></p>	<p>Next steps/action <i>(tutor)</i></p> <p>Decisions <i>(learner and tutor)</i></p>

Tutor guidance for possible interpretation of learner information to complete the template

The following are some of the most likely concerns that learners might have concerning literacy (including dyslexia) and/or numeracy, and suggestions about what to do next in terms of diagnostic assessment/programme planning.

<i>Current concerns</i>	<i>Interpretation and background</i>	<i>Next steps/action</i>
I can't take promotion at work because of all the paperwork.	<i>Literacy/dyslexia:</i> This could be a reading, writing, spelling, memory or motor difficulty. <i>Numeracy:</i> Could also be linked to problems with number, calculations, timetables, depending on paperwork.	Offer reading, writing (motor), spelling or memory tasks. Offer number, measures, shape and space and handling data tasks as appropriate.
I have problems filling out the forms and writing.	<i>Literacy/dyslexia:</i> Explore the writing difficulty.	Offer writing tasks.
I can't understand how the computer works.	<i>Literacy/dyslexia/numeracy:</i> Ask for more information about this problem. Try to establish if it could be related to reading or spelling, or if it is more related to memory and finding that s/he can't remember how to get around a computer. Find out if it is more related to spreadsheets, databases or other numeracy-related areas.	Offer reading, spelling, data handling or number tasks and phonological skills module.
I can't concentrate.	This is likely to be a problem of memory and attention. Explore attention span and encoding.	Offer phonological skills module and if necessary refer for specialist assessment, e.g. ADD/Rivermead.
I can't take notes during lectures.	This is likely to be a problem with auditory memory, involving attention and holding information in working memory. It could also reflect a motor writing and spelling difficulty.	Offer phonological skills module. Offer dictation and/or spelling tasks.
I read and at the end I don't know what I've read.	This is a problem of comprehension that could also reflect memory difficulties. Is the problem only when you read? Or also when you listen? This would isolate whether it is a reading difficulty or also a difficulty with auditory comprehension.	Offer the comprehension, memory, reading and listening tasks. Offer phonological skills module.

<i>Current concerns</i>	<i>Interpretation and Background</i>	<i>Next steps/action</i>
I'm rubbish at spelling.	<i>Literacy/dyslexia:</i> Explore the spelling difficulty.	Offer spelling tasks.
People always tell me that I'm not listening.	This is likely to be a problem of attention. Explore attention span and encoding.	Offer phonological skills module. Refer for specialist memory assessment, e.g. ADD/Rivermead
I can never get anywhere on time.	This is likely to be problems with telling the time, calculating time, reading timetables. <i>Note:</i> this can also be about personal organisation – dyslexia.	Offer measures, shape and space and handling data tasks relating to time and timetables.
I can't manage money very well.	This can include problems with number, four rules, decimals and/or percentages.	Offer number and measures, shape and space tasks at the level.
I get numbers all wrong – phone numbers, dates.	There is a possible link with dyslexia (sequences and memory) and also a lack of experience/confidence with number.	Offer phonological skills module and/or number tasks at the level.
I don't understand any of my child's maths.	This could be anything! Check number skills first. (Check that reading and the language of maths are not a problem.)	Offer number tasks – possibly reflecting early levels.
I'm petrified of maths – I was always hopeless at it.	This probably reflects a lack of experience with maths and confidence. (Check that reading and the language of maths are not a problem.)	Offer number and/or measures, shape and space tasks to begin with, appropriate to the learner's needs and background.

Decisions

Finally, a decision is taken by the learner about which of the choices on offer to adopt.

Possible examples for selection of assessment tasks from the interview information

<i>Current concerns</i>	<i>Next steps/action</i>
Reading difficulty?	Explore the reading difficulty. Text/sentence/word and level appropriate tasks
Writing difficulty?	Explore the writing difficulty. Handwriting, free writing, dictation tasks
Spelling difficulty?	Explore the spelling difficulty. Single word spelling, proofing, free writing, dictation tasks
Memory difficulty?	Assess digit span and phonological memory and, if necessary, refer for a full memory assessment. If digit span is good, but learner complains about memory, this is likely to be a problem of storage in memory, or retrieval from memory. May need to refer to a psychologist for further assessment.
Comprehension difficulty?	Explore the reading difficulty: see above. Text and sentence reading tasks Explore the listening difficulty: Listening checklist The memory problem could be due to attention (see below), storage, or retrieval.
Listening difficulty?	Assess listening comprehension: listening checklist. Memory: this is likely to be a problem with auditory memory, involving attention and holding information in working memory. See above for what to do about memory difficulties.
Motor difficulty (in writing)?	Explore handwriting: copying, dictation and free writing tasks. Could also be a spelling difficulty. See above for what to do about spelling difficulties.
Number difficulty?	Explore number skills: tasks relating to number at the level. Check understanding and skill levels. Check reading and language of maths.
Time, money, shape, etc?	Use tasks from measures, shape and space to establish skills and knowledge.
Difficulties with tables, graphs, charts/collecting and interpreting information/using computer software?	Use tasks from handling data at the level.
Comprehension difficulties generally, relating to maths?	This could be confidence, memory, attention, storage and/or retrieval (see above).

Individual learning plan

Individual learning plan

Name:

Date of interview:

Initial Assessment results

	Reading		Level:
	Spelling		Level:
Literacy/Language	Punctuation		Level:
	Speaking		Level:
	Listening		Level:
Numeracy	Score		Level:
Date of assessment:			/ /

Notes on interview and Initial Assessment
Oral communication notes:

Individual support needs/requirements:
Learning style information:

Total number of learning hours for duration of ILP	hours
Literacy	hours
Numeracy	hours
ESOL	hours

Individual learning plan

Long-term goals
Short-term goals

Targets	By date	Specific skills curriculum reference/s	Achieved

Signatures

Learner: Tutor:

Start date: Date of next review:

Individual learning plan

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

Individual learning plan

Date	Work done	Learner's comments

Individual learning plan

Achievements (look back at your targets and short-term goals)

How do you feel about your progress? Use this space to record other achievements and/or ways in which you have used new skills outside the course.

What do you need to work on next? (Include results of further diagnostic assessment)

Targets	By date	Specific skills curriculum reference/s	Achieved

Signatures

Learner: Tutor:

Start date: Date of next review:

Individual learning plan

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

End of course review

To be completed at the end of the course

What do you feel you have gained from this course?
Accreditation:
Achievement of targets and goals: Evidence:
Next steps:

Signatures

Learner: Tutor:

Date of next review:

Learner task recording pro forma

Milestone 7 Numeracy – Task 1

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the picture. How many bikes are there? Show me/tell me your answer.		
Item 2	Look at the picture. How many people are there? Show me/tell me your answer.		
Item 3	Look at the picture. How many signs are there? Show me/tell me your answer.		
Total score			

Milestone 7 Numeracy – Task 2

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the numbers. Show me number 3.		
Item 2	Look at the numbers. Show me number 2.		
Item 3	Look at the numbers. Show me number 4.		
Item 4	Look at the numbers. Show me number 5.		
Total score			

Milestone 7 Numeracy – Task 3

Learner name: Date:

Item		Learner response	Score
Item 1	What is the answer to this sum? Show me/tell me your answer.		
Item 2	What is the answer to this sum? Show me/tell me your answer.		
Item 3	What is the answer to this sum? Show me/tell me your answer.		
Item 4	What is the answer to this sum? 2 and 2 equals? Show me/tell me your answer.		
Item 5	What is the answer to this sum? 2 and 3 equals? Show me/tell me your answer.		
Item 6	What is the answer to this sum? 1 and 3 equals? Show me/tell me your answer.		
Item 7	What is the answer to this sum? 4 and 1 equals? Show me/tell me your answer.		
Item 8	What is the answer to this sum? 3 and 1 equals? Show me/tell me your answer.		
Item 9	What is the answer to this sum? 2 and 3 equals? Show me/tell me your answer.		
Total score			

Milestone 7 Numeracy – Task 4

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sum. What is 2 take away 1? Show me/tell me your answer.		
Item 2	Look at the sum. What is 3 take away 1? Show me/tell me your answer.		
Item 3	What is 5 take away 2? Show me/tell me your answer.		
Item 4	What is 4 take away 3? Show me/tell me your answer.		
Total score			

Milestone 7 Numeracy – Task 5

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the picture. Show me the person who is first in the queue.	Person 1 Person 2 Person 3 Person 4	
Item 2	Show me the person who is second in the queue.	Person 1 Person 2 Person 3 Person 4	
Total score			

Milestone 7 Numeracy – Task 6

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the signs. Which sign means add? Show me the sign for add.	+ – =	
Item 2	Look at the signs. Which sign means equals? Show me the sign for equals.	+ – =	
Item 3	Look at the signs. Which sign means take away? Show me the sign for take away.	+ – =	
Item 4	Look at this picture. You want to add the sweets together. Which sign would you use for adding? Show me.	+ – =	
Item 5	Look at this picture. You add the sweets. There are three altogether. Which sign shows you the total?	+ – =	
Total score			

Milestone 7 Numeracy – Task 7

Learner name: Date:

Item		Learner response	Score
Item 1	Look at what these people did last week. What day did they go to college?		
Item 2	Look at what these people did last week. What day did they go to the cinema?		
Item 3	What day did they go shopping?		
Item 4	What day did the woman go to the dentist?		
Item 5	Look at what these people did last week. What day did they play football?		
Item 6	What day did they go to the club?		
Total score			

Milestone 7 Numeracy – Task 8

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the cards. What part of the day is it when you have your breakfast (or activity associated with morning)? Show me the word.		
Item 2	What part of the day is it when you go (name an activity that is part of the learner's routine and takes place in the afternoon, e.g. swimming). Show me the word.		
Item 3	Look at the words. What part of the day is it when you go to sleep (or activity associated with night time)? Show me the word.		
Total score			

Milestone 7 Numeracy – Task 9

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the coins. Show me the 5p		
Item 2	Look at the coins. Show me the 10p.		
Item 3	Look at the coins. Show me the 2p.		
Item 4	Look at the coins. Show me the 20p.		
Total score			

Milestone 7 Numeracy – Task 10

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the shapes. Show me the triangle.		
Item 2	Look at the shapes. Show me the circle.		
Item 3	Look at the shapes. Show me the square		
Item 4	Look at the shapes. Show me the rectangle.		
Total score			

Milestone 7 Numeracy – Task 11

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the picture. Which of the shapes below is the same shape? Show me your answer.		
Item 2	Look at the picture. Which of the shapes below is the same shape? Show me your answer.		
Item 3	Look at the picture. Which of the shapes below is the same shape? Show me your answer.		
Item 4	Look at the picture. Which of the shapes below is the same shape? Show me your answer.		
Total score			

Milestone 7 Numeracy – Task 12

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the computer keys. Show me the key that moves work up. <i>(You can stress the word 'up'.)</i>		
Item 2	Show me the key that moves work down. <i>(You can stress the word 'down'.)</i>		
Item 3	Look at this web page. Show me the arrow that takes you back a page. <i>(You can stress the word 'back'.)</i>		
Item 4	Show me the arrow that takes you a page forward. <i>(You can stress the word 'forward'.)</i>		
Total score			

Milestone 7 Numeracy – Task 13

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the picture of the garage. The sign is above the people. Show me the sign above the people. <i>(You can stress the word 'above'.)</i>		
Item 2	A person is below the car. Show me the person below the car. <i>(You can stress the word 'below'.)</i>		
Item 3	A pet is inside the car. Show me the pet inside the car. <i>(You can stress the word 'inside'.)</i>		
Item 4	A person is at the back of the car. Show me the person at the back of the car. <i>(You can stress the word 'back'.)</i>		
Total score			

Milestone 7 Numeracy – Task 15

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the coins. You want to sort the 2p pieces. Show me all the 2p pieces.	2p 2p 2p 20p 20p	
Item 2	Look at these things. Show me all the things that are the same shape as a circle.	clock pizza CD tin	
Item 3	Look at these. Some of these things are the same colour, pink. Show me all the pink things.	pink tulip blue jumper pink hat pink car green scarf	
Total score			

Milestone 7 Numeracy – Task 16

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the coins. You want to sort them into piles of the same coin. Pick out all the 5p pieces, the 5p pieces.		
Item 2	Look at the coins. You want to put them into piles of the same coin. Pick out all the 20p pieces, the 20p pieces.		
Item 3	You want to sort out all the silver coins. Pick out all the silver coins.		
Item 4	You want to sort out all the green things. Pick out all the green things.		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the pictures. One of these things is a different shape from the others. Show me the one that is different.		
Item 2	Look at the pictures. One of these things is a different shape from the others. Show me the one that is different.		
Item 3	Look at the doors. One of them is a different size to the others. Show me the one that is different.	1 2 3 4	
Item 4	Look at the presents. One of them is bigger than the others. Show me the one that is bigger.	1 2 3 4	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	These children each want a drink. How many glasses do they need? Show me the answer.		
Item 2	You have bought two new CDs. You take one back to the shop. How many are left? Show me the answer.		
Item 3	You have two fish in your tank and you buy one more. How many fish are there altogether? Show me the answer.		
Item 4	You have three packets of crisps but you need five. How many more packets do you need to make five? Show me the answer.		
Item 5	You have two letters and two parcels to send in the post. Each of them needs one stamp. How many stamps do you need altogether? Show me the answer.		
Item 6	You are out with five friends. One of them goes home. How many friends are left? Show me the answer.		
Total score			

Milestone 8 Numeracy – Task 1

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the people. Count the people in the group. Show me/tell me your answer.	2 3 4 5	
Item 2	Look at the bottles. How many bottles of drink are there on the shelf? Show me/tell me your answer.	2 3 4 5	
Item 3	Look at the presents. How many presents has Jaz been given? Show me/tell me your answer.	2 3 4 5	
Item 4	Look at the shopping basket. How many things are in the basket? Show me/tell me your answer.	4 6 7 9	
Item 5	Look at the bikes. How many bikes are in the rack? Show me/tell me your answer.	4 5 8 10	
Item 6	Look at the clothes. How many things are on the line? Show me/tell me your answer.	4 5 8 10	
Total score			

Milestone 8 Numeracy – Task 2

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the two sets of sweets. One set has three sweets and the other has two. Show me the set that has more sweets in it.	left right	
Item 2	These children are ready to play football. One team has four children and the other has five. Show me the group that has more children in the team.	left right	
Item 3	Look at these bunches of flowers. One has three flowers and the other has five. Show me the bunch with less flowers in it.	left right	
Item 4	Look at both bike racks. The first rack has two bikes in it and the other has four. Show me the rack with less bikes.	left right	
Total score			

Milestone 8 Numeracy – Task 3

Learner name: Date:

Item		Learner response	Score
Item 1	You are using your cash card to get some money. You need to enter your PIN number. The first number is six. Show me the number six.		
Item 2	The second number is three. Show me the number three.		
Item 3	The third number is eight. Show me the number eight.		
Item 4	The fourth number is four. Show me the number four.		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sum. What is one and two? Tell me your answer.		
Item 2	Look at the sum. What is two and three? Tell me your answer.		
Item 3	Look at the sum. What is one and three? Tell me your answer.		
Item 4	What is four and one? Tell me your answer.		
Item 5	What is two and two? Tell me your answer.		
Item 6	What is two and three? Tell me your answer.		
Item 7	What is five and one? Show me/tell me the answer.	6 7 8 9 10	
Item 8	What is seven and three? Show me/tell me the answer.	6 7 8 9 10	
Item 9	What is six and three? Show me/tell me the answer.	6 7 8 9 10	
Item 10	What is four and three? Show me/tell me the answer.	6 7 8 9 10	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sum. What is three take away one? Tell me your answer.		
Item 2	Look at the sum. What is four take away two? Tell me your answer.		
Item 3	Look at the sum. What is five take away four? Tell me your answer.		
Item 4	What is six take away three? Show me/tell me your answer.	1 2 3 4 5	
Item 5	What is eight take away two? Show me/tell me your answer	6 7 8 9 10	
Item 6	What is ten take away six? Show me/tell me your answer.	1 2 3 4 5	
Total score			

Milestone 8 Numeracy – Task 6

Learner name: Date:

Item		Learner response	Score
Item 1	(Using picture 1) These people have just finished a race. Who came first? Show me the person who came first.	1 2 3 4 5	
Item 2	(Using picture 1) Who came third? Show me the person who came third.	1 2 3 4 5	
Item 3	(Using picture 1) Who came fifth? Show me the person who came fifth.	1 2 3 4 5	
Item 4	(Using picture 2) These taxis are waiting for fares. Which one is second in the row? Show me the second car.	1 2 3 4	
Item 5	(Using picture 2) Which taxi is fourth in the row? Show me the fourth car.	1 2 3 4	
Total score			

Milestone 8 Numeracy – Task 7

Learner name: Date:

Item		Learner response	Score
Item 1	You are using the calculator to take six away from ten. Show me the sign for 'take away'.		
Item 2	You are using the calculator to add five to three. Show me the sign for 'add'.		
Item 3	You have put in the numbers for your sum. You want to press the sign to show the total. Show me the sign that will do this.		
Total score			

Milestone 8 Numeracy – Task 8

Learner name: Date:

Item		Learner response	Score
Item 1	This calendar shows what Jan did last week. What day did she go shopping? Show me/tell me your answer.		
Item 2	What day did she go bowling?		
Item 3	What day did she go to her IT class?		
Item 4	What day did she meet her friends in the park?		
Total score			

Milestone 8 Numeracy – Task 9

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the two clocks. Which clock is bigger? Show me the bigger clock.	left right	
Item 2	Look at the two computers. Which computer is smaller? Show me the smaller computer.	left right	
Item 3	Look at the two boxes. Which box is larger? Show me the larger box.	left right	
Total score			

Milestone 8 Numeracy – Task 10

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the two pieces of wallpaper. Which piece is longer than the other? Show me the longer piece.	top bottom	
Item 2	Look at the two children. Which child is shorter? Show me the shorter child.	left right	
Item 3	Look at the two children. Which child is taller than the other? Show me the taller child.	left right	
Total score			

Milestone 8 Numeracy – Task 11

Learner name: Date:

Item		Learner response	Score
Item 1	You want to put 50p in a vending machine. Show me the 50p coin.		
Item 2	You want to buy a drink for £1. Show me the £1 coin.		
Item 3	You want to put 20p in the parking meter. Show me the 20p coin.		
Item 4	You want to buy a magazine for £2. Show me the £2 coin.		
Total score			

Milestone 8 Numeracy – Task 12

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the shapes. Which one is a circle? Show me the circle.		
Item 2	Look at the shapes. Which one is a square. Show me the square.		
Item 3	Look at the shapes. Which one is a triangle? Show me the triangle.		
Item 4	Look at the shapes. Which of them has straight sides? Show me all the shapes with straight sides.		
Item 5	Look at the shapes. Which of them has curved sides? Show me all the shapes with curved sides.		
Item 6	Look at the shapes. Which one of the circles is smaller than the other? Show me the smaller circle.		
Total score			

Milestone 8 Numeracy – Task 13

Learner name: Date:

Item		Learner response	Score
Item 1	Look at these things. Which of them has curved sides? Show me all the things with curved sides.	ball box football crate	
Item 2	Look at these things. Which of them has flat sides? Show me all the things with flat sides.	ball box football crate	
Item 3	Look at these things. Which of the boxes is larger? Show me the larger box.	ball box football crate	
Total score			

Milestone 8 Numeracy – Task 14

Learner name: Date:

Item		Learner response	Score
Item 1	You are planning to draw a house like this one. Which of these shapes would you use for this picture? Show me the shapes.	circle square rectangle triangle	
Item 2	Look at this picture. You want to draw it. What shapes are the pyramid and the sun? (You can point to them as you say their names.) Show me the shapes.	circle square rectangle triangle	
Item 3	Look at this pattern. What shapes are in this pattern? Show me all the shapes.	circle square rectangle triangle	
Item 4	Look at this flag. What shapes are in the pattern on the flag? Show me all the shapes.	circle square rectangle triangle	
Total score			

Milestone 8 Numeracy – Task 15

Learner name: Date:

Item		Learner response	Score
Item 1	Look at this picture. One sign is above the people. Show me the sign above the people.		
Item 2	Look at the picture. A man is inside the shop. Show me the man inside the shop.		
Item 3	There is a cover over the baby. Show me the cover over the baby.		
Item 4	One pet is in the shop. Show me the pet in the shop.		
Item 5	One man is behind the pram. Show me the man behind the pram.		
Item 6	One pet is outside the shop. Show me the pet outside the shop.		
Total score			

Milestone 8 Numeracy – Task 16

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the picture. One person is on the right. Show me the person on the right.	left right	
Item 2	One person is coming down the stairs (escalator). Show me the person coming down the stairs (escalator).	up down	
Item 3	One person is looking backwards. Show me the person who is looking backwards.	forwards backwards	
Item 4	One person is going up the stairs (escalator). Show me the person going up the stairs (escalator).	up down	
Item 5	One person is on the left. Show me the person on the left.	left right	
Item 6	One person is looking forwards. Show me the person who is looking forwards.	forwards backwards	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	You have to sort out the loaves for today. The colour tag for today is green. Pick out/tick all the loaves with a green tag.	green pink green green pink	
Item 2	You are sorting out the bottles of drink for lunch. You need all the 2 litre bottles. Pick out/tick all the 2 litre bottles.	1 litre 2 litre 1 litre 1 litre 2 litre 1 litre	
Item 3	These children want to go on the ride at the fair. They have to be taller than the arrow on the sign to go on the ride. Show me which children are tall enough for the ride.	1 2 3 4 5	
Item 4	Look at the health and safety signs. Which signs are shaped like a circle? Show me/tick all the signs shaped like a circle.	round rectangle round triangular round	
Item 5	Look at the health and safety signs. Which signs are blue? Show me all the blue signs.	blue green blue yellow red/white	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	These people want to sit down to eat their dinner. Are there enough chairs for them all? Tell me yes or no.	yes no	
Item 2	There are four people and only two chairs. How many more chairs will they need? Show me your answer.	2 3 4 5	
Item 3	These people need a ticket each for the train. How many tickets are needed altogether? Show me your answer.	3 4 6 9	
Item 4	These children take one bar of chocolate each. How many bars are left over? Show me your answer.	1 2 4 6	
Item 5	All these pets need a collar. How many collars are needed altogether? Show me your answer.	3 4 6 7	
Total score			