

Te Poutama Tau
Āpitianga Uiui Rautaki 3

Rauemi:

kia 20 ngā porotiti, kia 2 ngā kāri he A5 te rahi

Ngā Pātai	Ngā Tohutohu	Te Whakautu a te Ākonga me te Rautaki	Te Whakatau
1. Homai kia 8 ngā porotiti	Whakatakotoria ngā porotiti 20 ki mua i te ākonga.		If the student could not count 8 items, rate the student as Stage 0 on operational strategies. Stop the interview. Otherwise proceed to Question 2.
2. Anei ētahi porotiti e 2. Anei ētahi atu porotiti e 5. E hia katoa ngā porotiti?	Hoatu ētahi porotiti e 2 ki tētahi ringaringa o te ākonga. Hoatu kia 5 ki tērā o ngā ringaringa.		If the student was unable to solve $2 + 5$ correctly, rate them at Stage 1 and stop the interview. If the student solves $2 + 5$ by physically counting all the counters rate him/her at Stage 2 and stop the interview. Otherwise proceed to Question 3.
3. E 8 ngā porotiti kei raro i tēnei kāri. E 7 kei raro i tēnei. E hia katoa ngā porotiti?	Whakatakotoria kia 8 ngā porotiti ki raro i tētahi o ngā kāri, kia 7 ki raro i tētahi.		If the student solves the task by a part-whole method (e.g. $7 + 7 = 14$, so $8 + 7 = 15$) proceed to Question 4. If the student solves the task by “counting on” rate them at stage 4 and stop the interview. If the student could not solve the problem rate them at stage 3 and stop the interview.

4a. 83 ngā makimaki kei runga i te rākau. 28 ka oma atu ki tua. E hia ngā makimaki kei runga tonu i te rākau?	Whakaaturia te kāri rapanga ki te ākongā.		PĀTAI 4a, 4e, 4i If the student gets 2 or 3 of the problems correct using at least 2 different partwhole strategies, proceed to Question 5. Otherwise rate the student at Stage 5 and stop the interview.
4e. 493 ngā rapa a Peni. 108 anō nā tōna kuia i hoatu ki a ia. E hia katoa ana rapa ināianeī?	Whakaaturia te kāri rapanga ki te ākongā.		
4i. 597 ngā tāngata kei roto i te hōro kanikani. 209 anō ngā tāngata ka tae atu mā runga pahi. Tokohia katoa ngā tāngata ināianeī?	Whakaaturia te kāri rapanga ki te ākongā.		
5a. 36 ngā kēne kei roto i te pouaka kotahi. E hia ngā kēne kei roto i ētahi pouaka e 5?	Whakaaturia te kāri rapanga ki te ākongā.		PĀTAI 5a, 5e If the student gets both questions correct using at least 2 different part-whole strategies, proceed to Question 6. Otherwise rate the student at Stage 6 and stop the interview.
5e. Tokowhā ngā tāngata kei roto i tētahi rōpū e kato hua rākau ana. \$108 te utu ka hoatu ki te rōpū. E hia te utu mā ia tangata o te ropū?	Whakaaturia te kāri rapanga ki te ākongā.		
6a. Kei te penapena moni a Meihana. 16 ngā wiki mō te penapena i te \$40. E hia ngā moni ka oti te penapena i te paunga o ētahi wiki e 6?	Whakaaturia te kāri rapanga ki te ākongā.		PĀTAI 6a, 6e If the student gets both questions correct, using at least 2 different partwhole strategies, rate them at Stage 8. Otherwise rate the student at Stage 7.
6e. Kei te tatauria e Hāmi ngā tāngata e haere ana ki te toa Hokomaha. 42 ngā wāhine, 14 ngā tāne ka tatauria e ia. He aha te ōrau o ngā wāhine?	Whakaaturia te kāri rapanga ki te ākongā.		

Description of Strategy Stages

Stage & Behavioural Indicator	
0	Emergent The student has no reliable strategy to count an unstructured collection of items.
1	One to One Counting The student has a reliable strategy to count an unstructured collection of items.
2	Counting from One on Materials The student's most advanced strategy is counting from one on materials to solve addition problems.
3	Counting from One by Imaging The student's most advanced strategy is counting from one without the use of materials to solve addition problems.
4	Advanced Counting The student's the most advanced strategy is counting-on, or counting-back to solve addition or subtraction tasks.
5	Early Additive Part-Whole Thinking The student shows any Part-Whole strategy to solve addition or subtraction problems mentally by reasoning the answer from basic facts and/or place value knowledge.
6	Advanced Additive Part-Whole Thinking The student is able to use at least two different mental strategies to solve addition or subtraction problems with multi-digit numbers.
7	Advanced Multiplicative Part-Whole The student is able to use at least two different mental strategies to solve multiplication and division problems with whole numbers.
8	Advanced Proportional Part-Whole The student uses at least two different strategies to solve problems that involve equivalence with and between fractions, ratios and proportions.

$$2 + 5$$

$$8 + 7$$



83 ngā
makimaki kei
runga i te
rākau.

28 ka oma atu
ki tua.

E hia ngā makimaki kei runga tonu i te
rākau?

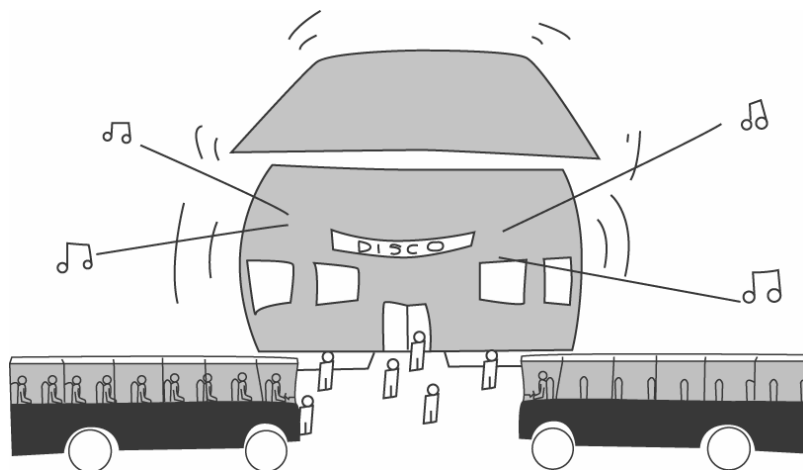
493 ngā rapa a Peni.

108 anō nā tōna kuia
i hoatu ki a ia.

E hia katoa ana rapa
ināianeī?



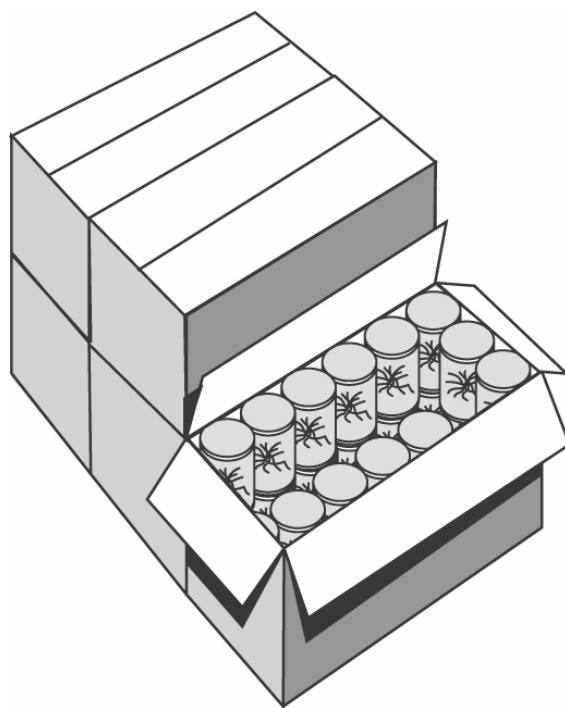
597 ngā tāngata kei roto i te hōro kanikani.
209 anō ngā tāngata ka tae atu mā runga
pahi.



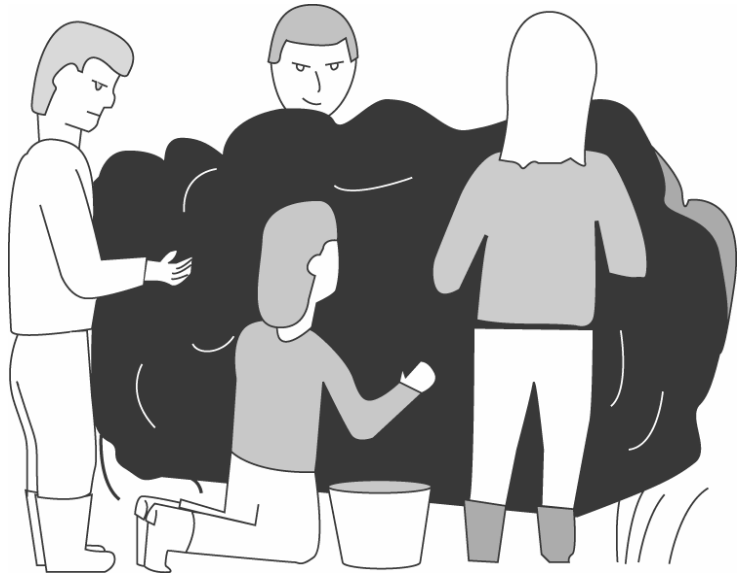
Tokohia katoa ngā tāngata ināianei?

36 ngā kēne kei roto i
te pouaka kotahi.

E hia ngā kēne kei
roto i ētahi pouaka e
5?



Tokowhā ngā
tāngata kei roto
i tētahi rōpū e
kato hua rākau
ana.

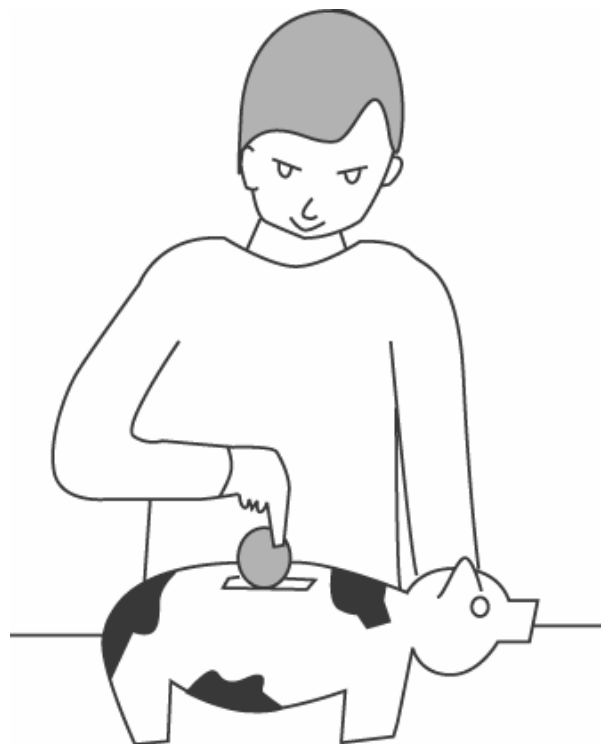


\$108 te utu ka
hoatu ki te rōpū. E hia te utu mā ia
tāngata o te rōpū?

Kei te penapena
moni a Meihana.

16 ngā wiki te mō te
penapena i te \$40.

E hia ngā moni ka oti
te penapena i te
paunga o ētahi wiki e
6?



Kei te tatauria e
Hāmi ngā tāngata e
haere ana ki te toa
Hokomaha.

42 ngā wāhine, 14
ngā tāne ka tatauria
e ia.

He aha te ōrau o ngā wāhine?

