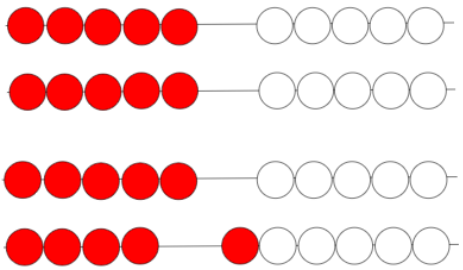
Name : _____ Class:_____ Date: _____ (pre)

_____

Date: _____(post)

1. How do you view maths; yourself as a mathematician?	2. What (concepts) would you like to learn more about; improve in maths?
3. What is the smallest number you know? (write, read, explain) What is the largest number you know? (write, read, explain)	4. Read numbers: 58 ○ _____ 107 ○_____ 3 060 ○_____ 50 044 ○_____ 632 020 ○_____ 4 870 012 ○_____ 158.64 ○_____ $3\frac{5}{8}$ ○_____
5. What does 0.3 mean? Place on number line 0_____1	6. Which is a larger number : 0.25 or 0.09 ? Explain:

7. Sally says that 5.007 means the same as 5 wholes and 7 hundredths. Do you agree or disagree with Sally? Explain your answer.	8. There are 586 boys and 691 girls at school. How many children are there altogether? (1277) Equation: Working out: If child is unable to form equation and decide which operation to use, interviewer to provide equation and note how child solves it.
9. I bake 1032 cupcakes to sell at the market. If I sell 873, how many do I have left? (159) Equation: Working out: If child is unable to form equation and decide which operation to use, interviewer to provide equation and note how child solves it.	10. If I earn $28 every week for babysitting and I save my money for 12 weeks, how much will I have? (336) Equation: Working out: If child is unable to form equation and decide which operation to use, interviewer to provide equation and note how child solves it.

11. We have a huge bag that has 1500 marbles in it. We would like to make smaller bags that hold 9 marbles each to hand out to the children at school. How many smaller bags will we be able to make? (166 R 6) Equation: Working out: (note how remainder is dealt with) If child is unable to form equation and decide which operation to use, interviewer to provide equation and note how child solves it.	12. How many red beads do you see? Explain your thinking. 
13. What do I know that wasn't asked in the interview that I want you to know about?	

Link to slides

The vision:

1. This interview is to be used initially with upper primary children who are expected to know and successfully apply the “formal algorithm” for solving basic operations and have mastered place value before entering secondary school.

2. The interviewer is to be noting all methods that the child is using so that they can be moved onto the formal methods if they are not being utilized.

3. If a mini lesson will assist in moving the child along, this is to be done at the point the interviewer recognises the need.

4. Support, following the interview, will aim at equipping the child with the formal strategies that are unknown to solve the 4 operations.

5. While the interviewer will attempt to put all concepts in a context, if comprehension hinders the child’s ability to decide on the correct operation to be used, the interviewer will provide the equation to see if the child is able to formally solve.

6. Slides are to be used as prompts and child is to have access to all questions in a visual and aural manner.