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RECORD SHEETS *(Activity sheets)*

ANSWER KEYS

Using the CAMS® Plus *and* STAMS® Plus *program*

Each *CAMS® Plus* student book includes a pretest, a post test, four benchmark tests and three self-assessment forms. The pretest and post test, which both include five items for each of the 16 *STAMS® Plus* lessons, are designed to assess mastery.

The benchmarks are designed to be given at regular intervals during *STAMS® Plus* instruction. With one item for each lesson, they provide an ongoing measure of overall progress for individual students and the class as a whole.

The chart below describes common scenarios for when to administer the pretest and how to use the results.

Use	Purpose of pretest	Timing for pretest	Using pretest results
During the school year for on-level children	To determine which year-level topics children have mastered and which topics need remediation.	Give the pretest about 3 months into the school year.	Use the results to create an instructional plan for the class or small groups based on areas in which children showed weaknesses. (See *STAMS® Plus* teacher guide.)
	To assess children's mastery of a topic you have taught with your core program.	Following instruction on a specific topic with your core program, give the page or pages from the pretest that address that topic. (See page 9.)	Immediately begin *STAMS® Plus* instruction in that topic for those children who need it.
During the school year for below-level children	To identify gaps in each child's understanding of below-year-level topics.	Administer the appropriate level of the *CAMS® Plus* pretest as early in the school year as possible. Use standardised test scores to identify the year level at which the child should be tested.	Immediately begin remediation with the corresponding *STAMS® Plus* lessons at that level.

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Implementing CAMS® Plus *assessments and* STAMS® Plus *lessons*

Option 1: Data-driven instruction

1 Diagnose with *CAMS® Plus* pretest

- Use the *CAMS® Plus* pretest to place children in the *STAMS® Plus Series.* Pretest questions correspond to each of the 16 topics in the *STAMS® Plus* lessons, so results clearly identify exactly which topics your children need to study.
  (See details on pages 9–10.)

2 Instruct with *STAMS® Plus* lessons

- Use the results of the *CAMS® Plus* pretest to assign specific lessons in the *STAMS® Plus Series* to remediate areas that need improvement.
  (See the *STAMS® Plus* teacher guide for more details about instruction.)

3 Monitor progress with *CAMS® Plus* benchmarks

- Use the four *CAMS® Plus* benchmarks, each with one question per topic, to monitor children's progress at four points during the year.
  (See details on pages 11–12.)

4 Assess mastery with *CAMS® Plus* post test

- Use the *CAMS® Plus* post test to assess mastery of each of the 16 fundamental topics following instruction with *STAMS® Plus.*
  (See details on pages 13–14.)

Option 2: Comprehensive instruction

Suggested pacing chart for Book C

Day(s)	Lesson	Assessment and instruction	Minutes
1–5		*CAMS® Plus* pretest	30–45/day
6–10	1	Place value	30–45/day
11–15	2	Add and subtract	30–45/day
16–20	3	Multiplication concepts	30–45/day
21–25	4	Fact strategies	30–45/day
26		*CAMS® Plus* benchmark 1	30–45
27–31	5	More fact strategies	30–45/day
32–36	6	Division concepts	30–45/day
37–41	7	Fact families	30–45/day
42–46	8	Fraction concepts	30–45/day
47		*CAMS® Plus* benchmark 2	30–45
48–52	9	Model equivalent fractions	30–45/day
53–57	10	Benchmark fractions	30–45/day
58–62	11	Compare fractions	30–45/day
63–67	12	Fractions greater than 1	30–45/day
68		*CAMS® Plus* benchmark 3	30–45
69–73	13	Plane figures	30–45/day
74–78	14	Length	30–45/day
79–83	15	Perimeter	30–45/day
84–88	16	Picture graphs and column graphs	30–45/day
89		*CAMS® Plus* benchmark 4	30–45
90–94		*CAMS® Plus* post test	30–45/day

Note: Allocate 19 weeks for full implementation of the *CAMS® Plus* and *STAMS® Plus* program, with each lesson spanning 5 school days.

The Australian Curriculum

Each book in the *CAMS® Plus*, *STAMS® Plus* and *Solve® Series* covers a range of Australian Curriculum content descriptions spread across two year levels. This allows teachers to select lessons for remediation or extension based on each student's needs. The content descriptions addressed by the lessons in Book C are listed here. Please note that not all the content descriptions for years 3 and 4 are addressed by these 16 standard lessons and 1 additional lesson (presented in bold), as the focus of the *CAMS® Plus*, *STAMS® Plus* and *Solve® Series* is on fundamental maths skills and concepts. For more information on the Australian Curriculum go to: www.australiancurriculum.edu.au/

Australian Curriculum Content Descriptions			Relevant Lessons
YEAR 3	ACMNA052	Recognise, model, represent and order numbers to at least 10000	1
	ACMNA053	Apply place value to partition, rearrange and regroup numbers to at least 10000 to assist calculations and solve problems	1
	ACMNA054	Recognise and explain the connection between addition and subtraction	2
	ACMNA055	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	2 5 6
	ACMNA056	Recall multiplication facts of two, three, five and ten and related division facts	3 4 5 6 7
	ACMNA057	Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies	3 4 5 6 7
	ACMNA058	Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole	8 9 10 11 14
	ACMMG061	Measure, order and compare objects using familiar metric units of length, mass and capacity	14 15
	ACMMG066	Identify symmetry in the environment	13
	ACMSP069	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies	16
	ACMSP070	Interpret and compare data displays	16
YEAR 4	ACMNA072	Recognise, represent and order numbers to at least tens of thousands	1
	ACMNA073	Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems	1 2
	ACMNA074	Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9	4
	ACMNA075	Recall multiplication facts up to 10 × 10 and related division facts	3 4 5 6 7
	ACMNA076	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder	4 5 6 7
	ACMNA077	Investigate equivalent fractions used in contexts	9 10 11
	ACMNA078	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line	8 9 10 11 12 14
	ACMNA082	Solve word problems by using number sentences involving multiplication or division where there is no remainder	3
	ACMNA083	Use equivalent number sentences involving addition and subtraction to find unknown quantities	2
	ACMMG084	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	14 15
	ACMMG087	Compare the areas of regular and irregular shapes by informal means	**17**
	ACMMG088	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies	13
	ACMMG091	Create symmetrical patterns, pictures and shapes with and without digital technologies	13
	ACMSP096	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values	16