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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 <i>STAMS® Plus</i> 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 <i>STAMS® Plus</i> 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 <i>CAMS® Plus</i> 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 <i>STAMS® Plus</i> lessons at that level.

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 F

Day(s)	Lesson	Assessment and instruction	Minutes
1–5		<i>CAMS® Plus</i> pretest	30–45/day
6–10	1	Multiply whole numbers by fractions	30–45/day
11–15	2	Multiply fractions	30–45/day
16–20	3	Divide whole numbers by fractions	30–45/day
21–25	4	Divide fractions by fractions	30–45/day
26		<i>CAMS® Plus</i> benchmark 1	30–45
27–31	5	Multiply and divide by powers of ten	30–45/day
32–36	6	Multiply decimals	30–45/day
37–41	7	Divide decimals by whole numbers	30–45/day
42–46	8	Divide by decimals	30–45/day
47		<i>CAMS® Plus</i> benchmark 2	30–45
48–52	9	Understand ratios	30–45/day
53–57	10	Understand percentage	30–45/day
58–62	11	Unit rates	30–45/day
63–67	12	Ratios in tables of data	30–45/day
68		<i>CAMS® Plus</i> benchmark 3	30–45
69–73	13	Solve equations using number sense	30–45/day
74–78	14	Solve Equations Using Inverse operations	30–45/day
79–83	15	Use formulas	30–45/day
84–88	16	Volume	30–45/day
89		<i>CAMS® Plus</i> benchmark 4	30–45
90–94		<i>CAMS® Plus</i> 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 F are listed here. Please note that not all the content descriptions for years 6 and 7 are addressed by these 16 standard lessons and 2 additional lessons (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 Lesson(s)
YEAR 6	ACMNA123	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers	13 15 18
	ACMNA124	Investigate everyday situations that use integers. Locate and represent these numbers on a number line	17
	ACMNA125	Compare fractions with related denominators and locate and represent them on a number line	11
	ACMNA126	Solve problems involving addition and subtraction of fractions with the same or related denominators	1
	ACMNA127	Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies	3
	ACMNA129	Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies	5 6 7 8 10 15
	ACMNA130	Multiply and divide decimals by powers of 10	5 6 8 10
	ACMNA131	Make connections between equivalent fractions, decimals and percentages	9 10
	ACMNA133	Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence	12
	ACMMG137	Solve problems involving the comparison of lengths and areas using appropriate units	16
YEAR 7	ACMNA149	Investigate index notation and represent whole numbers as products of powers of prime numbers	5
	ACMNA152	Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line	10 11
	ACMNA154	Multiply and divide fractions and decimals using efficient written strategies and digital technologies	1 2 3 4 5 6 7 8 9 15
	ACMNA155	Express one quantity as a fraction of another, with and without the use of digital technologies	9 10
	ACMNA156	Round decimals to a specified number of decimal places	6 7 8
	ACMNA157	Connect fractions, decimals and percentages and carry out simple conversions	10
	ACMNA158	Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies	10
	ACMMG159	Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving	15 16
	ACMMG160	Calculate volumes of rectangular prisms	16
	ACMSP171	Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data	18
	ACMSP172	Describe and interpret data displays using median, mean and range	18
	ACMNA173	Recognise and solve problems involving simple ratios	9 10 11 12
	ACMNA175	Introduce the concept of variables as a way of representing numbers using letters	12 13 14 15
	ACMNA176	Create algebraic expressions and evaluate them by substituting a given value for each variable	13 15 16
ACMNA179	Solve simple linear equations	13 14 15 16	
ACMNA280	Compare, order, add and subtract integers	17	