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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 children 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

For implementation of *CAMS® Plus* and all 16 *STAMS® Plus* lessons, follow this suggested pacing chart. Allocate 19 weeks, with each *STAMS® Plus* lesson spanning 5 days.

Suggested pacing chart for Book A

Day(s)	Lesson	CAMS® Plus Assessment Series	STAMS® Plus Instruction Series	Minutes
1–5		CAMS® Plus pretest		30–45/day
6–10	1	Understand addition and subtraction		30–45/day
11–15	2	Fact families		30–45/day
16–20	3	Make tens to add and subtract		30–45/day
21–25	4	Solve word problems		30–45/day
26		CAMS® Plus benchmark 1		30–45
27–31	5	Add three numbers		30–45/day
32–36	6	Count to 100		30–45/day
37–41	7	Place value		30–45/day
42–46	8	Compare numbers		30–45/day
47		CAMS® Plus benchmark 2		30–45
48–52	9	Add and subtract ten		30–45/day
53–57	10	Add 2-digit numbers		30–45/day
58–62	11	Subtract tens		30–45/day
63–67	12	Shapes		30–45/day
68		CAMS® Plus benchmark 3		30–45
69–73	13	Equal parts		30–45/day
74–78	14	Length		30–45/day
79–83	15	Time		30–45/day
84–88	16	Data		30–45/day
89		CAMS® Plus benchmark 4		30–45
90–94		CAMS® Plus post test		30–45/day

Note: Allocate 15 minutes more per day if *STAMS® Plus* additional activities are used in conjunction with each lesson.

The Australian Curriculum

Each book in the *CAMS® Plus* and *STAMS® Plus 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 A are listed here. Please note that not all the content descriptions for years 1 and 2 are addressed by these 16 lessons, as the focus of the *CAMS® Plus* and *STAMS® Plus 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 1	ACMNA012	Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero	6 7 9
	ACMNA013	Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line	1 6 7 8
	ACMNA014	Count collections to 100 by partitioning numbers using place value	7 8 9 10 11
	ACMNA015	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	1 2 3 4 5 9 10 11
	ACMNA016	Recognise and describe one-half as one of two equal parts of a whole	13
	ACMMG022	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features	12
	ACMMG019	Measure and compare the lengths and capacities of pairs of objects using uniform informal units	14
	ACMMG020	Tell time to the half-hour	15
	ACMMG021	Describe duration using months, weeks, days and hours	15
	ACMSP263	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays	16
YEAR 2	ACMNA026	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences	6 7 9
	ACMNA027	Recognise, model, represent and order numbers to at least 1000	8
	ACMNA028	Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting	7
	ACMNA029	Explore the connection between addition and subtraction	1 2 3 4 5
	ACMNA030	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	2 3 4 5 9 10 11
	ACMNA033	Recognise and interpret common uses of halves, quarters and eighths of shapes and collections	13
	ACMMG037	Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units	14
	ACMMG039	Tell time to the quarter-hour, using the language of 'past' and 'to'	15
	ACMMG042	Describe and draw two-dimensional shapes, with and without digital technologies	12
	ACMSP049	Collect, check and classify data	16
ACMSP050	Create displays of data using lists, table and picture graphs and interpret them	16	