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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 B

Day(s)	Lesson	CAMS® Plus Assessment Series	STAMS® Plus Instruction Series	Minutes
1–5		CAMS® Plus pretest		30–45/day
6–10	1	Counting patterns		30–45/day
11–15	2	Place value		30–45/day
16–20	3	Compare numbers		30–45/day
21–25	4	Mental maths		30–45/day
26		CAMS® Plus benchmark 1		30–45
27–31	5	Addition strategies		30–45/day
32–36	6	Subtraction strategies		30–45/day
37–41	7	Solve word problems		30–45/day
42–46	8	Add and subtract to 1000		30–45/day
47		CAMS® Plus benchmark 2		30–45
48–52	9	Arrays		30–45/day
53–57	10	Equal parts of shapes		30–45/day
58–62	11	Length		30–45/day
63–67	12	Add and subtract length		30–45/day
68		CAMS® Plus benchmark 3		30–45
69–73	13	Time		30–45/day
74–78	14	Money		30–45/day
79–83	15	Data and dot plots		30–45/day
84–88	16	Graphs		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 B are listed here. Please note that not all the content descriptions for years 2 and 3 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 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	1 4
	ACMNA027	Recognise, model, represent and order numbers to at least 1000	2 3 8
	ACMNA028	Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting	2 3 8
	ACMNA029	Explore the connection between addition and subtraction	4 5 6 7
	ACMNA030	Solve simple addition and subtraction problems using a range of efficient mental and written strategies	4 5 6 7 8 12
	ACMNA031	Recognise and represent multiplication as repeated addition, groups and arrays	9
	ACMNA033	Recognise and interpret common uses of halves, quarters and eighths of shapes and collections	10
	ACMNA034	Count and order small collections of Australian coins and notes according to their value	14
	ACMNA035	Describe patterns with numbers and identify missing elements	1
	ACMNA036	Solve problems by using number sentences for addition or subtraction	5 6 7 9 12
	ACMMG037	Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units	11 12
	ACMMG039	Tell time to the quarter-hour, using the language of 'past' and 'to'	13
	ACMSP049	Collect, check and classify data	15 16
	ACMSP050	Create displays of data using lists, table and picture graphs and interpret them	15 16
	YEAR 3	ACMNA051	Investigate the conditions required for a number to be odd or even and identify odd and even numbers
ACMNA053		Apply place value to partition, rearrange and regroup numbers to at least 10000 to assist calculations and solve problems	8
ACMNA054		Recognise and explain the connection between addition and subtraction	6 7
ACMNA055		Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation	4 5 6 7 12
ACMNA058		Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole	10
ACMNA059		Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents	14
ACMMG061		Measure, order and compare objects using familiar metric units of length, mass and capacity	11 12
ACMMG062		Tell time to the minute and investigate the relationship between units of time	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	15 16
ACMSP070		Interpret and compare data displays	15 16