



**First to Seventh** Year of School

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# **Nelson Numeracy Assessment Kit**

correlation to

## **New Zealand Mathematics Curriculum**

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# Nelson Numeracy Assessment Kit

## First Year of School correlation to New Zealand Mathematics Curriculum

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### NAK Strand: NUMBER & PATTERNS

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — COUNTING SET OBJECTS	Number	Exploring Number	<b>Level 1</b> • form a set of up to 20 objects
<b>Section B</b> — PATTERN RECOGNITION	Number	Exploring Number	<b>Level 1</b> • form a set of up to 20 objects
<b>Section C</b> — IDENTIFYING & CONTINUING PATTERNS	Algebra	Exploring patterns and relationships	<b>Level 1</b> • make and describe repeating and sequential patterns
<b>Section D</b> — BASIC CONCEPT LANGUAGE	Geometry	Exploring shape and space	<b>Level 1</b> • follow and give a sequence of instructions related to movement and position
<b>Section E</b> — COUNTING & COMPARING	Algebra	Exploring patterns and relationships	<b>Level 1</b> • illustrate and talk about relationships
<b>Section F</b> — 1-1 CORRESPONDENCE	Number	Exploring number	<b>Level 1</b> • form a set of up to 20 objects • model and explain addition calculations with a sum of up to 20
<b>Section G</b> — NUMBER RECOGNITION	Number	Exploring number	<b>Level 1</b> • read and write any 2-digit whole number
<b>Section H</b> — WRITING NUMBERS	Number	Exploring number	<b>Level 1</b> • read and write any 2-digit whole number
<b>Section I</b> — ORDINAL NUMBER			<b>Level 1</b> • rote count to at least 50
<b>Section J</b> — COUNTING SEQUENCES	Number	Exploring number	<b>Level 1</b> • rote count to at least 50
<b>Section K</b> — NUMBERS BEFORE/AFTER	Number	Exploring number	<b>Level 1</b> • rote count to at least 50
<b>Section L</b> — CONSERVATION OF NUMBER	Number	Exploring computation and estimation	<b>Level 1</b> • model and explain addition calculations with a sum of up to 20
<b>Section M</b> — SIMPLE ADDITION (no symbols)	Number	Exploring number	<b>Level 1</b> • make up, tell, and record number stories, up to 9, about given objects and sequence pictures
<b>Section N</b> — MENTAL ADDITION	Number	Exploring computation and estimation	<b>Level 1</b> • model and explain addition calculations with a sum of up to 20
<b>Section O</b> — SIMPLE SUBTRACTION (no symbols)	Number	Exploring computation and estimation	<b>Level 1</b> • using up to 20 objects, model and explain subtraction calculations
<b>Section P</b> — MENTAL SUBTRACTION	Number	Exploring computation and estimation	<b>Level 1</b> • using up to 20 objects, model and explain subtraction calculations

### NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFYING ATTRIBUTES	Measurement	Estimating and measuring	<b>Level 1</b> • order and compare lengths, masses, and volumes (capacities), and describe the comparisons, using measuring language
<b>Section B</b> — ESTIMATE, MEASURE & COMPARE (length, mass, capacity)	Measurement	Estimating and measuring	<b>Level 1</b> • order and compare lengths, masses, and volumes (capacities), and describe the comparisons, using measuring language
<b>Section C</b> — INFORMAL MEASUREMENT	Measurement	Estimating and measuring	<b>Level 1</b> • measure by counting non-standard units
<b>Section D</b> — CONCEPT OF TIME/CLOCKS	Measurement	Developing concepts of time, rate, and change	<b>Level 1</b> • read aspects of time, including days of the week and clocks (to hours and half hours)

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — RECOGNISE SHAPES & OBJECTS (2D)	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> <li>classify objects by shape attributes</li> </ul>
<b>Section B</b> — DRAWING 2D SHAPES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> </ul>
<b>Section C</b> — RECOGNISE SHAPES & OBJECTS (3D)	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> </ul>
<b>Section D</b> — PATTERN & MOVEMENT	Geometry	Exploring symmetry and transformations	<b>Level 1</b> <ul style="list-style-type: none"> <li>create and talk about symmetrical and repeating patterns</li> </ul>
<b>Section E</b> — USING SIMPLE LOCATION/ POSITION LANGUAGE	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>follow and give a sequence of instructions related to movement and position</li> </ul>
<b>Section F</b> — LOCATION (following a pathway)	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>follow and give a sequence of instructions related to movement and position</li> </ul>
<b>Section G</b> — BUILDING A MODEL	Geometry	Exploring shape and space	<b>Level 2</b> <ul style="list-style-type: none"> <li>make, name, and describe, using their own language and the language of geometry, everyday shapes and objects</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — CHANCE	Statistics	Exploring probability	<b>Level 1</b> <ul style="list-style-type: none"> <li>classify events from their experiences as certain, possible, or impossible</li> </ul>
<b>Section B</b> — POSE QUESTIONS & COLLECT INFORMATION REPRESENT DATA (make pictographs)	Statistics	Statistical investigations	<b>Level 1</b> <ul style="list-style-type: none"> <li>collect everyday objects, sort them into categories, count the number of objects in each category, and display and discuss the results</li> </ul>

# Nelson Numeracy Assessment Kit

## Second Year of School correlation to New Zealand Mathematics Curriculum

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### NAK Strand: NUMBER & PATTERNS

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — COUNTING COLLECTIONS OF OBJECTS (1–1 correspondence)	Number	Exploring number	<b>Level 1</b> • form a set of up to 20 objects
<b>Section B</b> — NUMBERS AT A GLANCE	Number	Exploring computation and estimation	<b>Level 1</b> • make sensible estimates and check the reasonableness of answers
<b>Section C</b> — ORDINAL NUMBER			<b>Level 1</b> • rote count to at least 50
<b>Section D</b> — WHOLE NUMBERS (read, order & compare)	Number	Exploring number	<b>Level 1</b> • form a set of up to 20 objects • read and write any 2-digit whole number <b>Level 2</b> • order any set of three or more whole numbers (up to 99)
<b>Section E</b> — PLACE VALUE	Number	Exploring number	<b>Level 1</b> • read and write any 2-digit whole number <b>Level 2</b> • explain the meaning of the digits in 2- or 3-digit whole numbers
<b>Section F</b> — NUMBER PATTERNS	Algebra	Exploring patterns and relationships	<b>Level 1</b> • make and describe repeating and sequential patterns • continue a repeating and sequential pattern • illustrate and talk about relationships
<b>Section G</b> — WHOLE NUMBERS (computation/operations: addition, subtraction, informal multiplication))	Number	Exploring computation and estimation	<b>Level 1</b> • model and explain addition calculations with a sum of up to 20 • using up to 20 objects, model and explain subtraction calculations
<b>Section H</b> — MENTAL STRATEGIES (whole numbers up to 10)	Number	Exploring computation and estimation	<b>Level 2</b> • recall the basic addition and subtraction facts • mentally perform calculations involving addition and subtraction
<b>Section I</b> — FRACTIONS	Number	Exploring computation and estimation	<b>Level 1</b> • find, by practical means, one half and one quarter of a shape, and a half of a set of objects
<b>Section J</b> — PROBLEM SOLVING (addition)	Number  Measurement	Exploring computation and estimation  Estimating and measuring	<b>Level 1</b> • model and explain addition calculations with a sum of up to 20  <b>Level 1</b> • compare the values of coins and notes

### NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — COMMON MEASUREMENT LANGUAGE	Measurement	Estimating and measuring	<b>Level 1</b> • order and compare lengths, masses, and volumes (capacities), and describe the comparisons, using measuring language
<b>Section B</b> — ESTIMATE, MEASURE & COMPARE (length, mass, capacity)	Measurement	Estimating and measuring	<b>Level 1</b> • order and compare lengths, masses, and volumes (capacities), and describe the comparisons, using measuring language
<b>Section C</b> — INFORMAL MEASUREMENT	Measurement	Estimating and measuring	<b>Level 1</b> • measure by counting non-standard units
<b>Section D</b> — CONCEPT OF TIME/CLOCKS	Measurement	Developing concepts of time, rate, and change	<b>Level 1</b> • read aspects of time, including days of the week and clocks (to hours and half hours) <b>Level 2</b> • read time and know the units of time — minute, hour, day, week, month, and year

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE, COMPARE & DRAW 2D SHAPES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>• identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> <li>• classify objects by shape attributes</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>• make, name, and describe, using their own language and the language of geometry, everyday shapes and objects</li> </ul>
<b>Section B</b> — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>• identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> <li>• classify objects by shape attributes</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>• make, name, and describe, using their own language and the language of geometry, everyday shapes and objects</li> </ul>
<b>Section C</b> — LINES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>• classify objects by shape attributes</li> </ul>
<b>Section D</b> — PATTERN & MOVEMENT	Geometry	Exploring symmetry and transformations	<b>Level 1</b> <ul style="list-style-type: none"> <li>• create and talk about symmetrical and repeating patterns</li> </ul>
<b>Section E</b> — USING LOCATION/POSITION LANGUAGE	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>• follow and give a sequence of instructions related to movement and position</li> </ul>
<b>Section F</b> — LOCATION (find, follow & describe a pathway)	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>• follow and give a sequence of instructions related to movement and position</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — RECOGNISE & DESCRIBE CHANCE EVENTS	Statistics	Exploring probability	<b>Level 1</b> <ul style="list-style-type: none"> <li>• classify events from their experiences as certain, possible, or impossible</li> </ul>
<b>Section B</b> — POSE QUESTIONS & COLLECT INFORMATION REPRESENT DATA (make pictographs)	Statistics	Statistical investigations	<b>Level 1</b> <ul style="list-style-type: none"> <li>• collect everyday objects, sort them into categories, count the number of objects in each category, and display and discuss the results</li> </ul>

# Nelson Numeracy Assessment Kit

## Third Year of School correlation to New Zealand Mathematics Curriculum

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### NAK Strand: NUMBER & PATTERNS

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — WHOLE NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 2</b> <ul style="list-style-type: none"> <li>• read any 3-digit whole number</li> <li>• order any set of three or more whole numbers (up to 99)</li> </ul>
<b>Section B — WHOLE NUMBERS</b> (place value)	Number	Exploring number	<b>Level 2</b> <ul style="list-style-type: none"> <li>• explain the meaning of the digits in 2- or 3-digit whole numbers</li> </ul>
<b>Section C — PATTERNS</b>	Algebra	Exploring patterns and relationships	<b>Level 2</b> <ul style="list-style-type: none"> <li>• continue a sequential pattern and describe a rule for this</li> </ul>
<b>Section D — WHOLE NUMBERS</b> (computation/operations: addition, subtraction, multiplication, division)	Number	Exploring computation and estimation	<b>Level 2</b> <ul style="list-style-type: none"> <li>• make sensible estimates and check the reasonableness of answers</li> <li>• demonstrate the ability to use the multiplication facts</li> <li>• write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division</li> <li>• write and solve story problems which require a choice of any combination of the four arithmetic operations</li> </ul>
<b>Section E — MENTAL STRATEGIES</b> (with whole numbers up to 20 — addition)	Number	Exploring computation and estimation	<b>Level 2</b> <ul style="list-style-type: none"> <li>• make sensible estimates and check the reasonableness of answers</li> <li>• recall the basic addition and subtraction facts</li> <li>• mentally perform calculations involving addition and subtraction</li> <li>• demonstrate the ability to use the multiplication facts</li> <li>• write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division</li> <li>• write and solve story problems which require a choice of any combination of the four arithmetic operations</li> </ul>
<b>Section F — FRACTIONS</b>	Number	Exploring number	<b>Level 2</b> <ul style="list-style-type: none"> <li>• write and solve story problems which involve halves, quarters, thirds, and fifths</li> </ul>
<b>Section G — PROBLEM SOLVING: :</b> addition, subtraction, multiplication, equal addition or multiplication, division, money problems)	Number	Exploring computation and estimation	<b>Level 2</b> <ul style="list-style-type: none"> <li>• make sensible estimates and check the reasonableness of answers</li> <li>• recall the basic addition and subtraction facts</li> <li>• mentally perform calculations involving addition and subtraction</li> <li>• demonstrate the ability to use the multiplication facts</li> <li>• write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division</li> <li>• write and solve story problems which require a choice of any combination of the four arithmetic operations</li> </ul>

### NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — COMMON MEASUREMENT LANGUAGE</b>	Measurement	Estimating and measuring	<b>Level 1</b> <ul style="list-style-type: none"> <li>• order and compare lengths, masses, and volumes (capacities), and describe the comparisons, using measuring language</li> </ul>
<b>Section B — INFORMAL &amp; FORMAL MEASUREMENT</b>	Measurement	Estimating and measuring	<b>Level 1</b> <ul style="list-style-type: none"> <li>• measure by counting non-standard units</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>• carry out practical measuring tasks, using appropriate metric units for length, mass, and capacity</li> </ul>
<b>Section C — CONCEPT OF TIME/CLOCKS</b>	Measurement	Developing concepts of time, rate, and change	<b>Level 1</b> <ul style="list-style-type: none"> <li>• read aspects of time, including days of the week and clocks (to hours and half hours)</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>• read time and know the units of time — minute, hour, day, week, month, and year</li> </ul>

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE, COMPARE & DRAW 2D SHAPES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> <li>classify objects by shape attributes</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>make, name, and describe, using their own language and the language of geometry, everyday shapes and objects</li> </ul>
<b>Section B</b> — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>identify, and describe in their own language, the following 2-dimensional and 3-dimensional shapes: triangle, square, oblong (non-square rectangle), circle, oval, pentagon, hexagon, diamond, box, cylinder, and sphere</li> <li>classify objects by shape attributes</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>make, name, and describe, using their own language and the language of geometry, everyday shapes and objects</li> </ul>
<b>Section C</b> — LINES			
<b>Section D</b> — USING LOCATION/POSITION LANGUAGE	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>follow and give a sequence of instructions related to movement and position</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>describe and interpret position, using the language of direction and distance</li> </ul>
<b>Section E</b> — LOCATION (find, follow & describe a pathway)	Geometry	Exploring shape and space	<b>Level 1</b> <ul style="list-style-type: none"> <li>follow and give a sequence of instructions related to movement and position</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>describe and interpret position, using the language of direction and distance</li> </ul>
<b>Section F</b> — READ SIMPLE MAPS	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>draw and interpret simple scale maps</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — RECOGNISE & DESCRIBE CHANCE EVENTS	Statistics	Exploring probability	<b>Level 2</b> <ul style="list-style-type: none"> <li>compare familiar or imaginary, but related, events and order them on a scale from least likely to most likely</li> </ul>
<b>Section B</b> — COMPARE & INTERPRET INFORMATION FROM GRAPHS	Statistics	Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>talk about the features of their own data displays</li> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul>
<b>Section C</b> — COLLECT, ORGANISE & INTERPRET INFORMATION REPRESENT DATA (make graphs)	Statistics	Statistical investigations	<b>Level 2</b> <ul style="list-style-type: none"> <li>collect and display category data and whole number data in pictograms, tally charts, and bar charts, as appropriate</li> </ul>

# Nelson Numeracy Assessment Kit

## Fourth Year of School correlation to New Zealand Mathematics Curriculum

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### NAK Strand: NUMBER & PATTERNS

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — WHOLE NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 2</b> • read any 3-digit whole number • order any set of three or more whole numbers (up to 99) <b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section B — WHOLE NUMBERS</b> (place value)	Number	Exploring number	<b>Level 2</b> • explain the meaning of the digits in 2- or 3-digit whole numbers <b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section C — PATTERNS</b>	Algebra	Exploring patterns and relationships	<b>Level 2</b> • continue a sequential pattern and describe a rule for this
<b>Section D — WHOLE NUMBERS</b> (computation/operations: addition, subtraction, multiplication, division, mathematical laws)	Number	Exploring computation and estimation	<b>Level 2</b> • make sensible estimates and check the reasonableness of answers • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations
<b>Section E — MENTAL STRATEGIES</b> (multiplication 1 to 5, 10 & 11 facts)	Number	Exploring computation and estimation	<b>Level 2</b> • demonstrate the ability to use the multiplication facts <b>Level 3</b> • recall the basic multiplication facts
<b>Section F — MENTAL STRATEGIES</b> (operations with whole numbers)	Number	Exploring computation and estimation	<b>Level 2</b> • make sensible estimates and check the reasonableness of answers • recall the basic addition and subtraction facts • mentally perform calculations involving addition and subtraction • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations
<b>Section G — FRACTIONS</b>	Number	Exploring number	<b>Level 2</b> • write and solve story problems which involve halves, quarters, thirds, and fifths
<b>Section H — PROBLEM SOLVING</b>	Measurement & Number	Estimating and measuring  Exploring computation and estimation	<b>Level 2</b> • give change for sums of money • represent a sum of money by two or more different combinations of notes and coins  <b>Level 2</b> • make sensible estimates and check the reasonableness of answers • recall the basic addition and subtraction facts • mentally perform calculations involving addition and subtraction • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations

### NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — ESTIMATE, MEASURE &amp; COMPARE MEASUREMENTS:</b> length, perimeter, area, volume, capacity, mass, converting measurements	Measurement	Estimating and measuring	<b>Level 2</b> • carry out practical measuring tasks, using appropriate metric units for length, mass, and capacity <b>Level 3</b> • demonstrate knowledge of the basic units of length, mass, area, volume (capacity), and temperature by making reasonable estimates • perform measuring tasks, using a range of units and scales
<b>Section B — CONCEPT OF TIME/CLOCKS</b>	Measurement	Developing concepts of time, rate, and change	<b>Level 2</b> • read time and know the units of time — minute, hour, day, week, month, and year <b>Level 3</b> • read and interpret everyday statements involving time • show analogue time as digital time, and vice versa

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE & COMPARE 2D SHAPES	Geometry	Exploring shape and space	<b>Level 2</b> • make, name, and describe, using their own language and the language of geometry, everyday shapes and objects <b>Level 3</b> • describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry
		Exploring symmetry and transformations	<b>Level 2</b> • create and talk about geometric patterns which repeat (show translation), or which have rotational or reflection symmetry <b>Level 3</b> • describe patterns in terms of reflection and rotational symmetry, and translations • design and make a pattern which involves translation, reflection, or rotation
<b>Section B</b> — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	Geometry	Exploring shape and space	<b>Level 3</b> • describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry • design and make containers to specified requirements • model and describe 3-dimensional objects illustrated by diagrams or pictures • draw pictures of simple 3-dimensional objects
<b>Section C</b> — LINES & ANGLES	Geometry	Exploring shape and space	<b>Level 3</b> • describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry
<b>Section D</b> — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	Geometry	Exploring shape and space	<b>Level 3</b> • draw and interpret simple scale maps

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — CHANCE	Statistics	Exploring probability	<b>Level 3</b> • use a systematic approach to count a set of possible outcomes • predict the likelihood of outcomes on the basis of a set of observations
<b>Section B</b> — COMPARE & INTERPRET INFORMATION FROM GRAPHS	Statistics	Interpreting statistical reports	<b>Level 2</b> • make sensible statements about the situation represented by a statistical data display drawn by others
<b>Section C</b> — PRESENT, INTERPRET & SUMMARISE DATA REPRESENT DATA (make graphs)	Statistics	Statistical investigations	<b>Level 2</b> • collect and display category data and whole number data in pictograms, tally charts, and bar charts, as appropriate
		Interpreting statistical reports	<b>Level 2</b> • talk about the features of their own data displays

# Nelson Numeracy Assessment Kit

## *Fifth Year of School correlation to New Zealand Mathematics Curriculum*

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### **NAK Strand: NUMBER & PATTERNS**

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — WHOLE NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section B — WHOLE NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section C — PATTERNS</b>	Algebra	Exploring patterns and relationships	<b>Level 2</b> • continue a sequential pattern and describe a rule for this <b>Level 3</b> • describe in words, rules for continuing number and spatial sequential patterns • make up and use a rule to create a sequential pattern
<b>Section D — WHOLE NUMBERS</b> (computation/operations: addition, subtraction, multiplication, division, mathematical laws)	Number	Exploring computation and estimation	<b>Level 2</b> • make sensible estimates and check the reasonableness of answers • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations
<b>Section E — MENTAL STRATEGIES</b> (multiplication 1 to 12 facts/ division 1 to 5, 10 & 11 facts)	Number	Exploring computation and estimation	<b>Level 2</b> • demonstrate the ability to use the multiplication facts <b>Level 3</b> • recall the basic multiplication facts
<b>Section F — MENTAL STRATEGIES</b> (operations with whole numbers)	Number	Exploring computation and estimation	<b>Level 2</b> • mentally perform calculations involving addition and subtraction • demonstrate the ability to use the multiplication facts <b>Level 3</b> • recall the basic multiplication facts
<b>Section G — DECIMAL NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • order decimals with up to 3 decimal places
<b>Section H — DECIMAL NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in decimal numbers with up to 3 decimal places
<b>Section I — DECIMAL NUMBERS</b> (computation/operations: addition of decimals, subtraction of decimals)	Number	Exploring computation and estimation	<b>Level 3</b> • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations • solve practical problems which require finding fractions of whole number and decimal amounts
<b>Section J — FRACTIONS</b> (read, order & compare)	Number	Exploring number	<b>Level 2</b> • write and solve story problems which involve halves, quarters, thirds, and fifths
<b>Section K — FRACTIONS</b> (computation/operations & fractional parts: addition of fraction, subtraction of fractions)	Number	Exploring number  Exploring computation and estimation	<b>Level 2</b> • write and solve story problems which involve halves, quarters, thirds, and fifths  <b>Level 3</b> • solve practical problems which require finding fractions of whole number and decimal amounts
<b>Section L — REPRESENTING FRACTIONS &amp; DECIMALS</b>	Number	Exploring Number	<b>Level 4</b> • find fractions equivalent to one given • express a fraction as a decimal, and vice versa
<b>Section M — PROBLEM SOLVING</b>	Measurement  Number	Estimating and measuring  Developing concepts of time, rate, and change  Exploring computation and estimation	<b>Level 2</b> • give change for sums of money • represent a sum of money by two or more different combinations of notes and coins  <b>Level 3</b> • read and interpret everyday statements involving time  <b>Level 3</b> • make sensible estimates and check the reasonableness of answers

## NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — ESTIMATE, MEASURE & COMPARE MEASUREMENTS: length, perimeter, area, volume, capacity, mass, measuring units, converting measurements	Measurement	Estimating and measuring	<b>Level 3</b> <ul style="list-style-type: none"> <li>demonstrate knowledge of the basic units of length, mass, area, volume (capacity), and temperature by making reasonable estimates</li> <li>perform measuring tasks, using a range of units and scales</li> </ul>
<b>Section B</b> — CONCEPT OF TIME/CLOCKS	Measurement	Developing concepts of time, rate, and change	<b>Level 3</b> <ul style="list-style-type: none"> <li>read and interpret everyday statements involving time</li> <li>show analogue time as digital time, and vice versa</li> </ul>

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE, DRAW & COMPARE 2D SHAPES SYMMETRY	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section B</b> — IDENTIFY, DESCRIBE & COMPARE 3D SHAPES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section C</b> — LINES & ANGLES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section D</b> — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>draw and interpret simple scale maps</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>specify location, using bearings or grid references</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — CHANCE	Statistics	Exploring probability	<b>Level 3</b> <ul style="list-style-type: none"> <li>use a systematic approach to count a set of possible outcomes</li> <li>predict the likelihood of outcomes on the basis of a set of observations</li> </ul>
<b>Section B</b> — COMPARE & INTERPRET INFORMATION FROM GRAPHS	Statistics	Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul>
<b>Section C</b> — PRESENT, INTERPRET & SUMMARISE DATA REPRESENT DATA (make graphs)	Statistics	Statistical investigations	<b>Level 2</b> <ul style="list-style-type: none"> <li>collect and display category data and whole number data in pictograms, tally charts, and bar charts, as appropriate</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>collect and display discrete numeric data in stem-and-leaf graphs, dot plots, and strip graphs, as appropriate</li> </ul>

# Nelson Numeracy Assessment Kit

## *Sixth Year of School correlation to New Zealand Mathematics Curriculum*

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### **NAK Strand: NUMBER & PATTERNS**

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — WHOLE NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section B — WHOLE NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section C — PATTERNS</b>	Algebra	Exploring patterns and relationships	<b>Level 2</b> • continue a sequential pattern and describe a rule for this <b>Level 3</b> • describe in words, rules for continuing number and spatial sequential patterns • make up and use a rule to create a sequential pattern
<b>Section D — WHOLE NUMBERS</b> (computation/operations: addition, subtraction, multiplication, division, mathematical laws)	Number	Exploring computation and estimation	<b>Level 2</b> • make sensible estimates and check the reasonableness of answers • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations
<b>Section E — MENTAL STRATEGIES</b> (multiplication/division 1 to 12 facts)	Number	Exploring computation and estimation	<b>Level 3</b> • recall the basic multiplication facts
<b>Section F — MENTAL STRATEGIES</b> (operations with whole numbers)	Number	Exploring computation and estimation	<b>Level 2</b> • mentally perform calculations involving addition and subtraction <b>Level 3</b> • make sensible estimates and check the reasonableness of answers • recall the basic multiplication facts • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations
<b>Section G — DECIMAL NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • order decimals with up to 3 decimal places
<b>Section H — DECIMAL NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in decimal numbers with up to 3 decimal places
<b>Section I — DECIMAL NUMBERS</b> (computation/operations: addition of decimals, subtraction of decimals)	Number	Exploring computation and estimation	<b>Level 3</b> • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations
<b>Section J — FRACTIONS</b> (read, order & compare)	Number	Exploring number	<b>Level 4</b> • find fractions equivalent to one given
<b>Section K — FRACTIONS</b> (computation/operations & fractional parts: addition of fraction, subtraction of fractions)	Number	Exploring computation and estimation	<b>Level 3</b> • solve practical problems which require finding fractions of whole number and decimal amounts <b>Level 4</b> • find a given fraction or percentage of a quantity
<b>Section L — REPRESENTING FRACTIONS &amp; DECIMALS</b>	Number	Exploring number	<b>Level 4</b> • express a fraction as a decimal, and vice versa
<b>Section M — PROBLEM SOLVING</b>	Number	Exploring computation and estimation	<b>Level 3</b> • make sensible estimates and check the reasonableness of answers • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations

## NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — ESTIMATE, MEASURE & COMPARE MEASUREMENTS: length, perimeter, area, volume, measuring units, converting measurements	Measurement	Estimating and measuring	<b>Level 3</b> <ul style="list-style-type: none"> <li>demonstrate knowledge of the basic units of length, mass, area, volume (capacity), and temperature by making reasonable estimates</li> <li>perform measuring tasks, using a range of units and scales</li> </ul>
<b>Section B</b> — CONCEPT OF TIME/CLOCKS	Measurement	Developing concepts of time, rate, and change	<b>Level 3</b> <ul style="list-style-type: none"> <li>read and interpret everyday statements involving time</li> <li>show analogue time as digital time, and vice versa</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>perform calculations with time, including 24-hour clock times</li> </ul>

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE & COMPARE 2D & 3D SHAPES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section B</b> — LINES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section C</b> — ANGLES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section D</b> — SYMMETRY	Geometry	Exploring symmetry and transformations	<b>Level 2</b> <ul style="list-style-type: none"> <li>create and talk about geometric patterns which repeat (show translation), or which have rotational or reflection symmetry</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>describe patterns in terms of reflection and rotational symmetry, and translations</li> </ul>
<b>Section E</b> — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>draw and interpret simple scale maps</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>specify location, using bearings or grid references</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — CHANCE	Statistics	Exploring probability	<b>Level 3</b> <ul style="list-style-type: none"> <li>use a systematic approach to count a set of possible outcomes</li> <li>predict the likelihood of outcomes on the basis of a set of observations</li> </ul>
<b>Section B</b> — COMPARE & INTERPRET INFORMATION FROM GRAPHS	Statistics	Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>use their own language to talk about the distinctive features, such as outliers and clusters, in their own and others' data displays</li> <li>make sensible statements about an assertion on the basis of the evidence of a statistical investigation</li> </ul>
<b>Section C</b> — PRESENT, INTERPRET & SUMMARISE DATA REPRESENT DATA (make graphs)	Statistics	Statistical investigations  Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>collect and display category data and whole number data in pictograms, tally charts, and bar charts, as appropriate</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>collect and display discrete numeric data in stem-and-leaf graphs, dot plots, and strip graphs, as appropriate</li> </ul> <b>Level 2</b> <ul style="list-style-type: none"> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>use their own language to talk about the distinctive features, such as outliers and clusters, in their own and others' data displays</li> <li>make sensible statements about an assertion on the basis of the evidence of a statistical investigation</li> </ul>

# Nelson Numeracy Assessment Kit

## Seventh Year of School correlation to New Zealand Mathematics Curriculum

Please note: Mathematical Processes (Problem Solving, Developing Logic and Reasoning, and Communicating Mathematical Ideas) have been integrated into the various sections.

### NAK Strand: NUMBER & PATTERNS

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A — WHOLE NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section B — WHOLE NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • explain the meaning of the digits in any whole number
<b>Section C — PATTERNS</b>	Algebra	Exploring patterns and relationships	<b>Level 2</b> • continue a sequential pattern and describe a rule for this <b>Level 3</b> • describe in words, rules for continuing number and spatial sequential patterns • make up and use a rule to create a sequential pattern • state the general rule for a set of similar practical problems • use graphs to represent number, or informal, relations
<b>Section D — WHOLE NUMBERS</b> (computation/operations: addition, subtraction, multiplication, division, mathematical laws)	Number	Exploring computation and estimation	<b>Level 2</b> • make sensible estimates and check the reasonableness of answers • demonstrate the ability to use the multiplication facts • write and solve story problems which involve whole numbers, using addition, subtraction, multiplication, or division • write and solve story problems which require a choice of any combination of the four arithmetic operations <b>Level 3</b> • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations <b>Level 4</b> • explain satisfactory algorithms for addition, subtraction, and multiplication • demonstrate knowledge of the conventions for order of operations
<b>Section E — MENTAL STRATEGIES</b> (multiplication/division 1 to 12 facts)	Number	Exploring computation and estimation	<b>Level 3</b> • recall the basic multiplication facts
<b>Section F — MENTAL STRATEGIES</b> (operations with whole numbers)	Number	Exploring computation and estimation	<b>Level 2</b> • mentally perform calculations involving addition and subtraction <b>Level 3</b> • make sensible estimates and check the reasonableness of answers • recall the basic multiplication facts • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations
<b>Section G — DECIMAL NUMBERS</b> (read, order & compare)	Number	Exploring number	<b>Level 3</b> • order decimals with up to 3 decimal places
<b>Section H — DECIMAL NUMBERS</b> (place value)	Number	Exploring number	<b>Level 3</b> • order decimals with up to 3 decimal places
<b>Section I — DECIMAL NUMBERS</b> (computation/operations: addition of decimals, subtraction of decimals, multiplication of decimals)	Number	Exploring computation and estimation	<b>Level 3</b> • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations
<b>Section J — FRACTIONS</b> (read, order & compare)	Number	Exploring number	<b>Level 4</b> • find fractions equivalent to one given
<b>Section K — FRACTIONS</b> (computation/operations & fractional parts: addition of fraction, subtraction of fractions)	Number	Exploring computation and estimation	<b>Level 3</b> • solve practical problems which require finding fractions of whole number and decimal amounts <b>Level 4</b> • find a given fraction or percentage of a quantity
<b>Section L — REPRESENTING FRACTIONS, DECIMALS &amp; PERCENTAGES</b>	Number	Exploring number	<b>Level 4</b> • express a fraction as a decimal, and vice versa • express a decimal as a percentage, and vice versa • express quantities as fractions or percentages of a whole
<b>Section M — PROBLEM SOLVING</b>	Number	Exploring computation and estimation	<b>Level 3</b> • make sensible estimates and check the reasonableness of answers • write and solve problems which involve whole numbers and decimals and which require a choice of one or more of the four arithmetic operations

## NAK Strand: MEASUREMENT

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — ESTIMATE, MEASURE & COMPARE MEASUREMENTS: length, perimeter, area, volume, measuring units, temperature, converting measurements	Measurement	Estimating and measuring	<b>Level 3</b> <ul style="list-style-type: none"> <li>demonstrate knowledge of the basic units of length, mass, area, volume (capacity), and temperature by making reasonable estimates</li> <li>perform measuring tasks, using a range of units and scales</li> </ul>
<b>Section B</b> — CONCEPT OF TIME/CLOCKS	Measurement	Developing concepts of time, rate, and change	<b>Level 3</b> <ul style="list-style-type: none"> <li>read and interpret everyday statements involving time</li> <li>show analogue time as digital time, and vice versa</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>perform calculations with time, including 24-hour clock times</li> </ul>

## NAK Strand: SPACE

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — IDENTIFY, DESCRIBE & COMPARE 2D & 3D SHAPES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> <li>design and make containers to specified requirements</li> <li>model and describe 3-dimensional objects illustrated by diagrams or pictures</li> <li>draw pictures of simple 3-dimensional objects</li> </ul>
<b>Section B</b> — LINES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section C</b> — ANGLES	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>describe the features of 2-dimensional and 3-dimensional objects, using the language of geometry</li> </ul>
<b>Section D</b> — SYMMETRY	Geometry	Exploring symmetry and transformations	<b>Level 2</b> <ul style="list-style-type: none"> <li>create and talk about geometric patterns which repeat (show translation), or which have rotational or reflection symmetry</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>describe patterns in terms of reflection and rotational symmetry, and translations</li> </ul>
<b>Section E</b> — USE LOCATION/POSITION LANGUAGE & READ SIMPLE MAPS	Geometry	Exploring shape and space	<b>Level 3</b> <ul style="list-style-type: none"> <li>draw and interpret simple scale maps</li> </ul> <b>Level 4</b> <ul style="list-style-type: none"> <li>specify location, using bearings or grid references</li> </ul>

## NAK Strand: CHANCE & DATA

NAK Section	Strand	Substrand	Level and Achievement Objectives
<b>Section A</b> — CHANCE	Statistics	Exploring probability	<b>Level 3</b> <ul style="list-style-type: none"> <li>use a systematic approach to count a set of possible outcomes</li> <li>predict the likelihood of outcomes on the basis of a set of observations</li> </ul>
<b>Section B</b> — COMPARE & INTERPRET INFORMATION FROM GRAPHS	Statistics	Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>use their own language to talk about the distinctive features, such as outliers and clusters, in their own and others' data displays</li> <li>make sensible statements about an assertion on the basis of the evidence of a statistical investigation</li> </ul>
<b>Section C</b> — PRESENT, INTERPRET & SUMMARISE DATA REPRESENT DATA (make graphs)	Statistics	Statistical investigations	<b>Level 2</b> <ul style="list-style-type: none"> <li>collect and display category data and whole number data in pictograms, tally charts, and bar charts, as appropriate</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>collect and display discrete numeric data in stem-and-leaf graphs, dot plots, and strip graphs, as appropriate</li> </ul>
		Interpreting statistical reports	<b>Level 2</b> <ul style="list-style-type: none"> <li>make sensible statements about the situation represented by a statistical data display drawn by others</li> </ul> <b>Level 3</b> <ul style="list-style-type: none"> <li>use their own language to talk about the distinctive features, such as outliers and clusters, in their own and others' data displays</li> <li>make sensible statements about an assertion on the basis of the evidence of a statistical investigation</li> </ul>