## Diagnostic Assessment Tool: Multiplication and Division

Name…………….……………… Year group …….. Date ………

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| Pupil profile: (notes and relevant information) |

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| **Counting in steps*** Can you count forward / backward in 2s, 10s?

Starting from zero (multiples)Starting from a single digit numberStarting from any number* Can you count forward/ backward in multiples of 5s?
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| **Doubling and halving**What is double this number?eg 3, 5, 7,10What is half this number?eg 4, 8, 10, 20*What strategies does the child use?*If this is half of the number can you tell me what the whole number was? *(Could have half of the quantity ‘hidden’ under a cover)*What is half of this whole shape?(*paper shapes needed to enable pupils to fold or draw lines to show half)* |  |

The following are examples of calculations in a context, you will need to adjust the numbers in the calculation according to responses to previous questions.

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| **Multiplication**  I have 4 sweets in one party bag, how many sweets would be in 2 bags?(use other multiples, where known facts might be used and where children have to use other strategies)Does the child:* use objects to solve the calculation
* use pictorial recording
* write a number sentence to match the calculation needed
* use repeated addition
* count in multiples
* use multiplication facts
* use a numberline or other informal recording?
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| **Division**If I have 6 cakes and share them between 2 people, how many will each person have? (sharing)I have 6 cakes for a party and I need to put 2 cakes on each plate, how many plates will I need? (grouping)Does the child:* use objects to solve the calculation
* draw a picture or other informal recording
* use a number line
* use repeated addition / subtraction
* count in multiples
* write a number sentence to match the calculation needed
* use multiplication / division facts?
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| Summary notes |