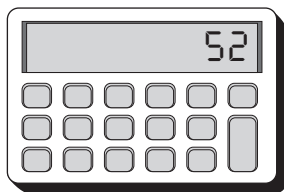


Approach: Independent  
 Focus: Number knowledge/estimation  
 Resources: Answer booklet

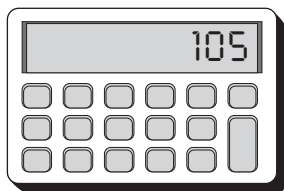
Year: 8

**Questions / instructions:**

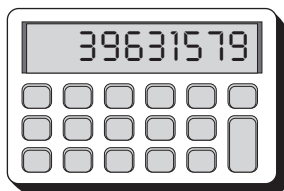
A boy used a calculator to work out some number problems.  
 There is something wrong with his calculator. It doesn't show the decimal point.  
 For each problem, put the decimal point where you think it should go. Make sure your decimal point is easy to read.



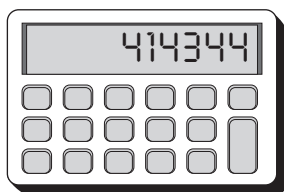
$26 \div 5 =$  5.2



$1.5 \times 7 =$  10.5



$753 \div 19 =$  39.631579



$211.4 \times 196 =$  41434.4

% response  
2009 ('05)  
year 8

89 (85)

78 (74)

39 (37)

30 (30)

**Total Score:**  
4  
3  
2  
1  
0

% response  
2009 ('05)  
year 8

17 (18)  
28 (23)  
36 (35)  
12 (15)  
7 (9)

**Subgroup Analyses:**

Year 8

Score Range

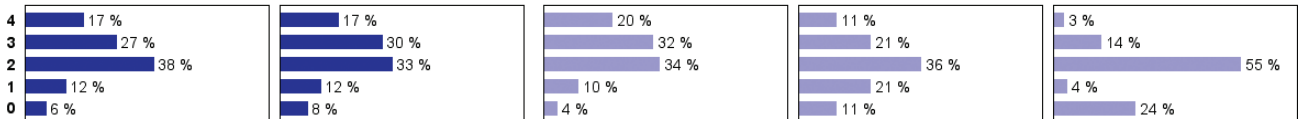
Boys

Girls

Pakeha

Māori

Pasifika



**Commentary:**

Overall, performance is very similar in 2005 and 2009. On average, Pasifika students scored substantially lower than Pakeha students. Estimation skills for computations involving larger numbers appear to be weak.