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## ASSESSMENT

There are many forms of assessment that can be used effectively in mathematics lessons.

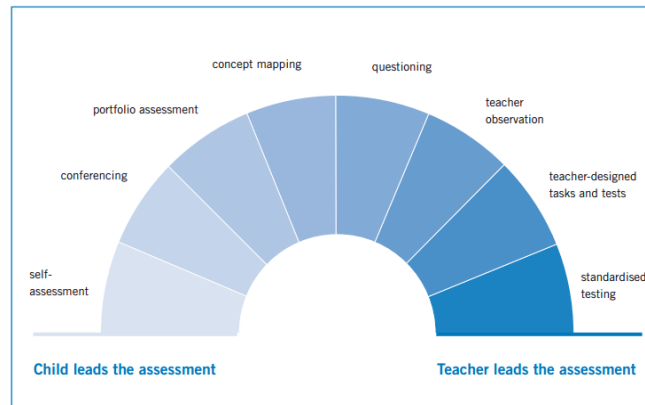
The samples provided here are just a few. Please see the *Assessment in the Primary School Curriculum: Guidelines for Schools* (NCCA, 2007) for more information and guidance in relation to assessment – click the image to access these guidelines.

Two assessment checklists for each strand are provided in this assessment pack – one for whole class assessment and one for individual pupil assessment. The individual pupil assessment checklist can be used to ‘track’ a number of pupils in the class over the course of a year.

Similarly, it can be used to ‘track’ pupils from infants to 6<sup>th</sup> class in *Data*. It enables a dual-approach to assessment – assessment of the concepts of *Data* in addition to assessment of the developmental mathematical experiences (concrete, pictorial, abstract).

Finally, many assessment opportunities are inherent in the teaching and learning experiences throughout the *Data* manual, for example:

- teacher-designed tasks;
- teacher observation;
- questioning;
- portfolio assessment (learning logs);
- conferencing; and
- self-assessment (learning logs).



*Throughout this manual, the blue rainbow symbol is used to highlight opportunities for assessment.*

The Assessment Chapter (pages 112-121) of the Primary Maths Curriculum also provides further guidance on assessment

WHOLE CLASS ASSESSMENTS

CLASS ASSESSMENT: DATA LEARNING TRAJECTORY LEVEL A

<p><b>Class Names:</b></p>																															
<p><b>Concepts</b></p>																															
<p><b>Level A.1</b> Sort, classify, compare, match and discuss sets of objects by one and two criteria and by equivalence.</p>																															
<p><b>Level A.2</b> Represent, interpret and discuss a set of simple mathematical data using real objects</p>																															
<p><b>Level A.3</b> Represent, interpret and discuss a set of simple mathematical data using models, diagrams and pictures in rows or columns.</p>																															

**CLASS ASSESSMENT: DATA LEARNING TRAJECTORY LEVEL B**

<b>Class Names:</b>																																						
<b>Concepts</b>																																						
<b>Level B.1</b> Sort and classify sets of objects up to three criteria.																																						
<b>Level B.2</b> Represent and interpret a set of data using real objects, models and pictures.																																						
<b>Level B.3</b> Represent, read and interpret data in two, three or four rows or columns, tables, pictograms and block graphs.																																						





CLASS ASSESSMENT DATA LEARNING TRAJECTORY LEVEL C

<b>Class Names:</b>																															
<b>Concepts</b>																															
<b>Level C.1</b> Collect, organise, represent and interpret data using pictograms, block graphs, bar charts and tables.																															
<b>Level C.2</b> Collect, organise, represent and interpret data using pictograms, block graphs and bar charts incorporating the scales 1:2, 1:5, 1:10 and 1:100.																															
<b>Level C.3</b> Represent and interpret data using bar – line graphs and simple pie charts involving halves, thirds and quarters.																															







INDIVIDUAL PUPIL ASSESSMENT

INDIVIDUAL PUPIL ASSESSMENT: DATA LEARNING TRAJECTORY LEVEL A





Individual Pupil Name:	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level A.1</b> Sort, classify, compare, match and discuss sets of objects by one and two criteria and by equivalence.			
<b>Level A.2</b> Represent, interpret and discuss a set of simple mathematical data using real objects.			
<b>Level A.3</b> Represent, interpret and discuss a set of simple mathematical data using models, diagrams and pictures in rows or columns.			

INDIVIDUAL PUPIL ASSESSMENT: DATA LEARNING TRAJECTORY LEVEL B





Individual Pupil Name:	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level B.1</b> Sort and classify sets of objects up to three criteria.			
<b>Level B.2</b> Represent and interpret a set of data using real objects, models and pictures.			
<b>Level B.3</b> Represent, read and interpret data in two, three or four rows or columns, tables, pictograms and block graphs.			



INDIVIDUAL PUPIL ASSESSMENT DATA LEARNING TRAJECTORY LEVEL C

Individual Pupil Name:	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level C.1</b> Collect, organise, represent and interpret data using pictograms, block graphs, bar charts and tables.			
<b>Level C.2</b> Collect, organise, represent and interpret data using pictograms, block graphs and bar charts incorporating the scales 1:2, 1:5, 1:10 and 1:100.			
<b>Level C.3</b> Read and interpret data using bar – line graphs and simple pie charts involving halves, thirds and quarters.			

INDIVIDUAL PUPIL ASSESSMENT: DATA LEARNING TRAJECTORY LEVEL D

Individual Pupil Name:	<p style="text-align: center;">Developmental Experiences</p> 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level D.1</b> Compile and use simple data sets and calculate averages.			
<b>Level D.2</b> Represent, read, discuss and interpret data using pictograms, simple pie charts and single bar charts.			
<b>Level D.3</b> Represent, read, discuss and interpret data using multiple bar charts and trend graphs.			
<b>Level D.4</b> Explore frequency analysis and calculate averages of simple data sets.			