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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 Measures. It enables a dual-approach to assessment – assessment of the concepts of Measures 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 Measures manual, for example:



- teacher-designed tasks;
- teacher observation;
- questioning;
- portfolio assessment (learning logs);
- conferencing; and *symbol is used to assessment (learning logs). for assessment.*



*Throughout this manual, the blue rainbow highlight opportunities □ self-*

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



<p><b>Level A.4</b> Select and use appropriate nonstandard units to measure length, width or height. Discuss reasons for choice.</p>																											
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INDIVIDUAL PUPIL ASSESSMENT

INDIVIDUAL PUPIL ASSESSMENT: LENGTH LEARNING TRAJECTORY LEVEL A

Individual Pupil Name:	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level A.1</b> Develop an understanding of the concept of length through exploration, discussion, and use of appropriate vocabulary			
<b>Level A.2</b> Compare and order objects of different length, width and height			
<b>Level A.3</b> Estimate and measure length in non-standard units			

INDIVIDUAL PUPIL ASS

LEARNING TRAJECTORY

**Individual Pupil Name:**

**Level A.4**

Select and use appropriate non-standard units to measure length, width or height.  
Discuss reasons for choice.

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ESSMENT: LENGTH

LEVEL B

Developmental Experiences



Concepts	 Concrete	 Pictorial	 Abstract
<b>Level B.1</b> Estimate, compare, measure and record length using non-standard units and standard units (metre and centimetre) and deepen understanding of the conservation of length.			
<b>Level B.2</b> Select and use appropriate non-standard units to measure length, width or height and discuss reasons for choice			
<b>Level B.3</b> Estimate, measure & record length using the standard unit (the metre, half metre & centimetre)			

Individual Pupil Name:

ESSMENT LENGTH

LEVEL C

Developmental Experiences



	LEVEL C		
Concepts	Concrete	Pictorial	Abstract
<b>Level C.1</b> Estimate, compare, measure and record lengths of a wide variety of objects, using appropriate metric units, and selecting suitable instruments of measurement.			
<b>Level C.2</b> Rename units of length in m and cm and using decimal or fraction form			
<b>Level C.3</b> Understand, estimate and measure the perimeter of regular 2-D shapes.			

Individual Pupil Name:

ESSMENT: LENGTH

LEVEL D

	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level D.1</b> Estimate and measure length using appropriate metric units (mm, cm, m km) and appropriate instruments of measurement			
<b>Level D.2</b> Rename measures of length as fractions, decimal fractions and appropriate metric units.			
<b>Level D.3</b> Estimate and measure the perimeter of regular and irregular shapes			
<b>Level D.4</b> Use and interpret scales on maps and plans			