

## Measures Manual Time Assessment Pack

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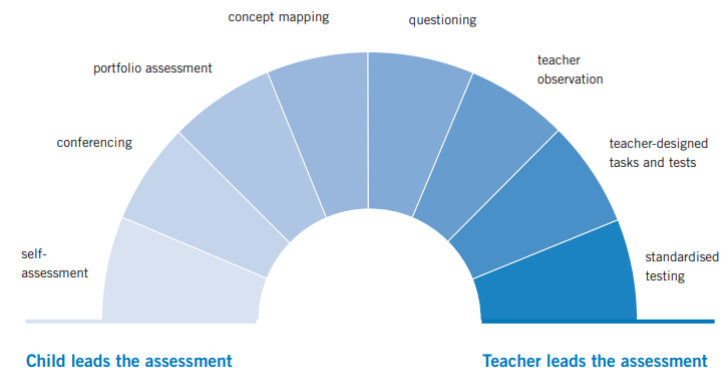
## Assessment

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:

- Self-assessment (learning logs)
- Conferencing
- Portfolio Assessment (learning logs)
- Concept Mapping
- Questioning
- Teacher Observation
- Teacher-designed tasks and tests



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

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














Individual Pupil Assessment

INDIVIDUAL PUPIL ASSESSMENT: TIME 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 time and use appropriate vocabulary.			
<b>Level A.2</b> Sequence daily and weekly events or stages in a story.			
<b>Level A.3</b> Read time in one-hour intervals.			

INDIVIDUAL PUPIL ASSESSMENT: TIME LEARNING TRAJECTORY LEVEL B

Individual Pupil Name	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level B.1</b> Use the vocabulary of time to sequence events.			
<b>Level B.2</b> Read and record time using simple devices.			
<b>Level B.3</b> Read, record and calculate time in hours, half-hours and quarter hours on 12-hour analogue clock and on digital clock			
<b>Level B.4</b> Read day, date and month using calendar and identify the season.			



INDIVIDUAL PUPIL ASSESSMENT: TIME LEARNING TRAJECTORY LEVEL C

Individual Pupil Name	Developmental Experiences 		
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level C.1</b> Consolidate and develop further a sense of time passing.			
<b>Level C.2</b> Read and record time in five-minute and one-minute intervals on analogue and digital clock (12-hour) and rename digital time as analogue time and vice versa.			
<b>Level C.3</b> Rename minutes as hours and hours as minutes.			
<b>Level C.4</b> Read and interpret simple timetables.			
<b>Level C.5</b> Read dates from calendars and express weeks as days and vice versa.			

INDIVIDUAL PUPIL ASSESSMENT: TIME LEARNING TRAJECTORY LEVEL D

Individual Pupil Name	Developmental Experiences		
			
Concepts	 Concrete	 Pictorial	 Abstract
<b>Level D.1</b> Read and interpret timetables and the 24-hour clock (digital and analogue) and interpret and convert between times in 12-hour and 24-hour format.			
<b>Level D.2</b> Explore international time zones.			
<b>Level D.3</b> Explore the relationship between time, distance and average speed.			