

# Year 1 Assessing Pupil Progress in Mathematics (APP) *Photocopiable Activity Book*

## Introduction

Using the assessment statements outlined on the Primary National Strategy Assessing Pupils Progress Guidelines (reproduced under licence at the beginning of this book) this series of books provides carefully organised assessments for each area of the mathematics curriculum. The activities can be used to determine the level a pupil is working at. They can also be used to indicate gaps in learning.

There is a book for each year group from Year 1 – Year 6 aimed at pupils aged 6 to 11. When a written test is completed, an easy to carry out assessment of AT1 (Using and Applying Mathematics) is provided to enable a National Curriculum level to be determined (e.g. Level 3b). The tests are compiled in such a way that a Level 3b would be exactly the same whether achieved on a Y1, Y4 or Y6 assessment.

For each year group there are differentiated assessments aimed at pupils of different abilities.

In this Year 1 book there are assessments for:

**Level 1 = Average Ability**  
**Level 2 = Higher Ability**  
**Level 3 = Very High Ability**

The assessments within this book can be used as a baseline test or used at the end of a term to assess progress.

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Topical Resources publishes a range of Educational Materials for use in Primary Schools and Pre-School Nurseries and Playgroups.

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# Assessing Pupil Progress in Mathematics (APP) and Identifying Gaps in Pupil's Learning (Year 1 - Level 2)

Name

Date

This test can be used to confirm a teacher's informal assessment of a pupil. It can also be used to indicate gaps in a pupil's learning.

## How to confirm a teacher's informal assessment of a pupil

The test is in two parts. One part consists of an un-timed written paper test for the pupil to complete unaided. The other part (found below) consists of a simple grid for the teacher to complete after observing the pupil in a normal classroom situation. This part of the assessment mainly indicates performance against Attainment Target 1 – Using and Applying Mathematics. The scores for the two tests should be added together and a National Curriculum sub-level awarded using the information in the table at the bottom of this page. The resulting score should give a clear indication of which sub-level the pupil is working at within the levels found in the English National Curriculum.

## How to indicate gaps in a pupil's learning

Each question on the written paper is accompanied by the learning objective it represents taken from the tables reproduced at the beginning of the book. By referring to the incorrect questions a list of learning objectives which indicate the gaps in the pupil's learning can quickly and easily be made up.

<b>Teacher Assessment of Attainment Target 1 – Using &amp; Applying (Ma1) and some of Attainment Target 4 – Handling and Data (Ma4)</b>	<b>Mark</b>
2 marks indicates competent 1 mark indicates some ability 0 mark indicates unable to carry out	0,1 or 2 for each statement
<b>Ma1/L2 – Problem solving - Part A</b> Select the mathematics they use in some classroom activities, e.g. with support – find a starting point, identifying key facts/relevant information	
<b>Ma1/L2 – Communicating - Part A</b> Discuss their work using mathematical language	
<b>Ma1/L2 – Communicating - Part B</b> Begin to represent their work using symbols and simple diagrams	
<b>Ma1/L4 – Reasoning - Part A</b> Explain why an answer is correct	
<b>Ma1/L2 – Reasoning - Part B</b> Predict what comes next in a simple number, shape or spatial pattern or sequence and give reasons for their opinions of objects, shapes or numbers	
<b>Total =</b>	

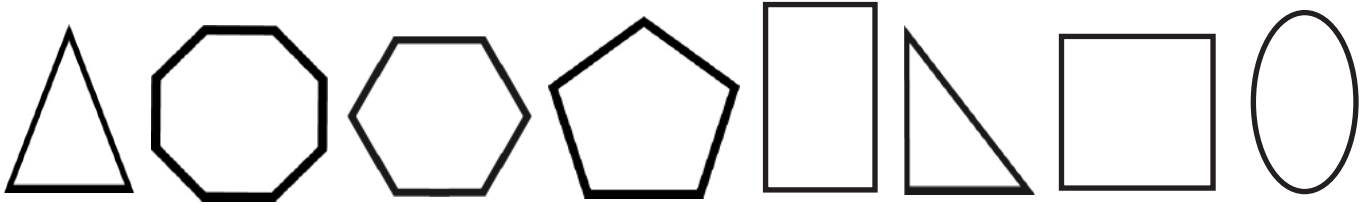
	<b>Actual</b>	<b>Possible</b>	
Teacher Assessment of AT1 from above.		10	<b>Level 2a high = 42 - 50</b>
Paper Test Score		40	<b>Level 2b secure = 32 - 41</b>
Total		50	<b>Level 2c low = 21 - 31</b>
Sub Level Awarded			<b>Below Level 2 = 20 or less</b>

Name

Date

	<b>Practitioner:</b>	<b>Ask child:</b>	<b>Mark</b>	<b>Marks Available</b>	<b>APP statement</b>	<b>Reference</b>
11.	Give the child a piece of A4 paper.	Please can you fold this piece of paper in half.		1	<b>Begin to use the fraction one-half</b> <i>Have shapes including folding paper shapes and lengths of string</i>	<b>Ma2/L1 – Fractions – Part A</b>
12.	Give the child a glass and a jug of water.	Please can you pour some water into the class so that it is half-full.		1	<b>Begin to use the fraction one-half</b> <i>Put water in a clear container so that is about 'half-full'</i>	<b>Ma2/L1 – Fractions – Part A</b>
13.	Show the child the flowers (Resource page 5).	Here are some flowers. Can you tell me how many is half of the flowers?		1	<b>Begin to use the fraction one-half</b> <i>Half an even number of objects</i>	<b>Ma2/L1 – Fractions – Part A</b>
14.	Put out 4 bears in one pile, 3 bears in another pile and 2 in another pile.	There are 4 bears here (point), 3 bears here (point) and 2 bears (point) here. How many is that altogether? You can touch the bears if you wish.		1	<b>Understand addition as finding the total of two or more sets of objects</b>	<b>Ma2/L1 - Operations, relationships between them – Part A</b>
15.	Put out 7 bears.	Here are 7 bears, if I take away 3, how many are left? You can touch the bears if you wish.		1	<b>Understand subtraction as 'taking away' objects from a set and finding out how many are left</b>	<b>Ma2/L1 - Operations, relationships between them – Part B</b>
16.	Show the child the sum (ResourcePage 5).	What is 3 add 4?		1	<b>Add and subtract numbers of objects to 10</b> <i>Begin to add by counting on from the number of objects in the first set</i>	<b>Ma2/L1 - Mental Methods – Part A</b>
17.		<i>What is 2 + 2 What is 5 + 5 What is 3 + 3 What is 1 + 1 What is 4 + 4</i>		<i>All Correct 3 marks 3 or 4 answers correct 2 marks 2 answers correct 1 mark</i>	<b>Begin to know some addition facts</b> <i>Doubles of numbers to double 5</i>	<b>Ma2/L1 - Mental Methods – Part B</b>

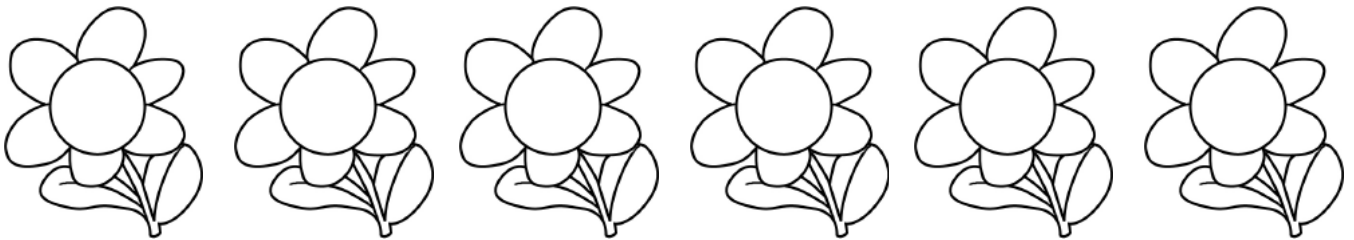
(g)



(h)

2, 4, 6 ..... ..

(i)



(j)

$$3 + 4 =$$

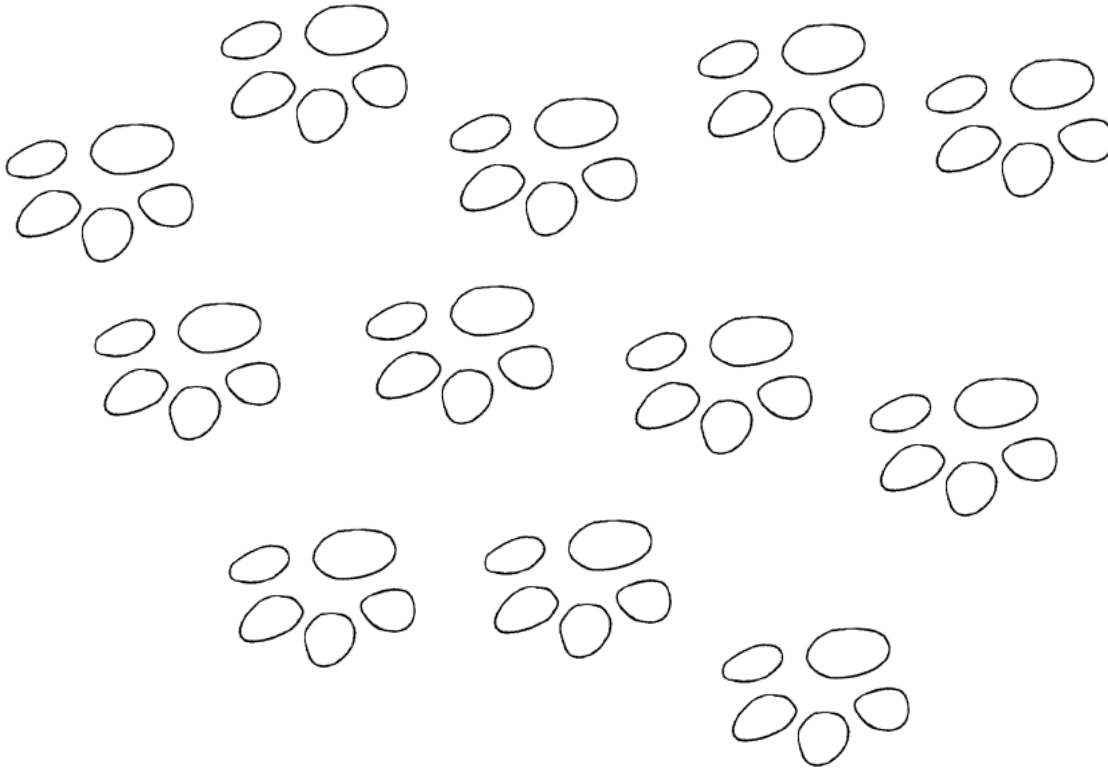
(k)

$$3 + 2 =$$

$$3 + 5 =$$

$$3 + 6 =$$

1. How many footprints are there altogether?



**Ma2/L2**  
**Numbers and the**  
**number system**  
**Part A**

*Count sets of objects*  
*reliably*

1 mark

Look at these numbers.

35      78      71      19      81

2. Write down the largest number.

3. Write down the smallest number.

**Ma2/L2**  
**Numbers and the**  
**number system**  
**Part B**

*Begin to understand*  
*the place value of*  
*each digit; use this to*  
*order numbers up to*  
*100*

2 marks