

Year 4 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 4 book there are assessments for:

Level 2 = Average Ability
Level 3 = Higher Ability
Level 4 = 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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Assessing Pupil Progress in Mathematics (APP) and Identifying Gaps in Pupil's Learning (Year 4 - 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 indicates performance mainly 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.

Teacher Assessment of Attainment Target 1 – Using & Applying (Ma1)	Mark
2 marks indicates competent 1 mark indicates some ability 0 mark indicates unable to carry out	0,1 or 2 for each statement
Ma1/L2 – Problem solving - Part A Select the mathematics they use in some classroom activities with support	
Ma1/L2 – Communicating - Part A Discuss their work using mathematical language	
Ma1/L2 – Communicating - Part B Begin to represent their work using symbols and simple diagrams	
Ma1/L2 – Reasoning - Part A Explain why an answer is correct	
Ma1/L2 – Reasoning - Part B Predict what comes next in a simple pattern and give reasons for opinion	
Total =	

	Actual	Possible
Teacher Assessment of AT1 from above.		10
Paper Test Score		40
Total		50
Sub Level Awarded		

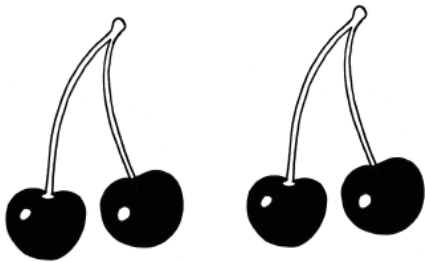
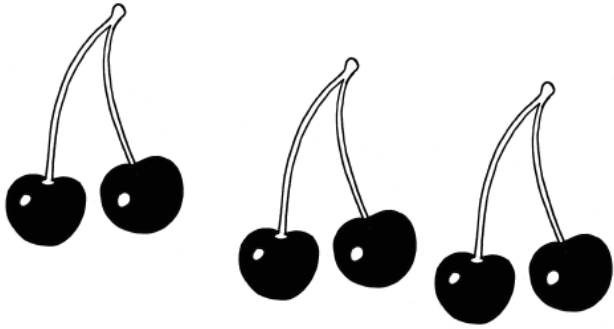
Level 2a high = 42 - 50

Level 2b secure = 32 - 41

Level 2c low = 21 - 31

Below Level 2 = 20 or less

1. How many cherries are there?



cherries

Ma2/L2
Numbers and the
number system
Part A

*Count sets of objects
reliably*

1 mark

2. Put these numbers in order, smallest first.

45

69

71

92

29

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*

1 mark

3. Write the next two numbers in this sequence.

3	6	9		
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Ma2/L2
Numbers and the
number system
Part C

*Recognise sequences
of numbers, including
odd and even
numbers*

1 mark

4. Write the next two numbers in this sequence.

20	40	60		
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Ma2/L2
Numbers and the
number system
Part C

*Recognise sequences
of numbers, including
odd and even
numbers*

1 mark

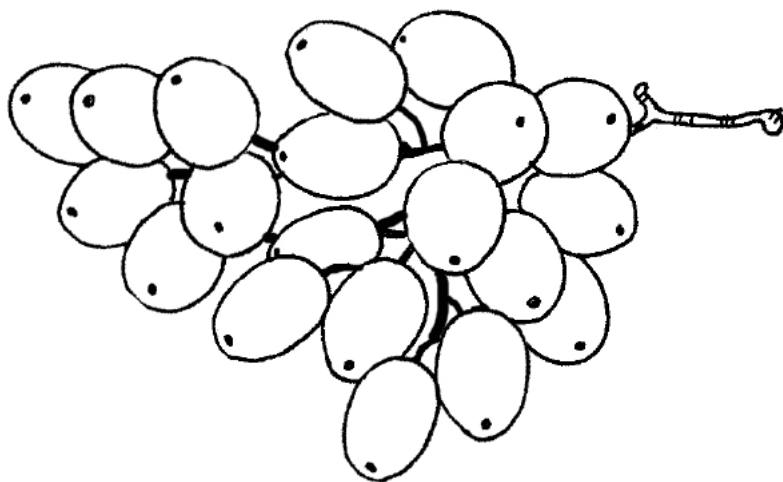
5. Tick the boxes that have an odd number inside.

24	12	28	13	14
45	7	83	4	67

Ma2/L2
Numbers and the
number system
Part C

*Recognise sequences
of numbers, including
odd and even
numbers*

1 mark



6. If Jenny ate half of the grapes - how many did she eat?

grapes

Ma2/L2
Fractions
Part A

*Begin to use halves
and quarters*

1 mark

7. If Felix ate a quarter of the grapes - how many did he eat?

grapes

Ma2/L2
Fractions
Part A

*Begin to use halves
and quarters*

1 mark

8. What is half of 28?

Ma2/L2
Fractions
Part A

*Begin to use halves
and quarters*

1 mark

9. What is half of 16?

Ma2/L2
Fractions
Part A

*Begin to use halves
and quarters*

1 mark