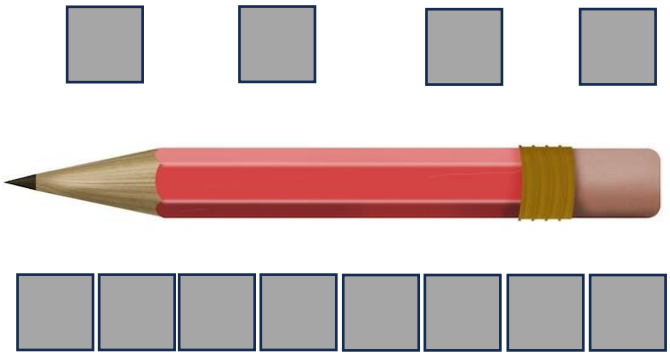
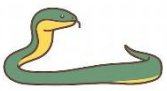
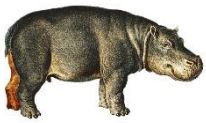
Phase 1 Measurement Assessment

Phase 1 Progression Overview	Assessment Note	Marks
• I can select an appropriate tool to measure.	Class work – can the children choose an appropriate non-standard unit to measure length or mass?	
• I can compare, sort and order objects by size and capacity.	Question 1 & Question 2	
• I can recognise when measuring that there should be no gaps or overlaps.	Question 3	
• **I can share relevant experiences in which measurements of lengths, heights, mass and capacities are used, for example, in baking.**	Have you observed your learners doing this?	
• **I can describe common objects using appropriate measurement language including tall, heavy and empty**	Question 4	
• **I can compare and describe lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.**	Question 5	
• **I can estimate then measure the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.**	Have you observed your learners doing this?	

	Question	Mark
1	Order the following objects from largest capacity to smallest capacity:    Cup Bathtub Bucket 1 _____ (Largest Capacity) 2 _____ 3 _____ (Smallest Capacity)	**1**
2	Sort from shortest to tallest:    Cat Ant Elephant 1 _____ (Tallest) 2 _____ 3 _____ (Smallest)	**1**

3	Sam thinks the pencil is 4 cubes long. Jim thinks the pencil is 8 cubes long. Who is right and why? 	**1**
4	Use the words provided to fill in the gaps. An elephant is _____  A mouse is _____  A snake is _____  The cup is _____  The giraffe is _____  Long Heavy Small Tall Empty	**1**

5	Use the words provided to fill in the gaps.   The hippo is _____ than the dog.   The boy is _____ than the girl.   The rocket is _____ than the cat.   The ant is _____ than the rabbit.   This glass is _____ than this glass. heavier fuller taller smaller shorter	**1**