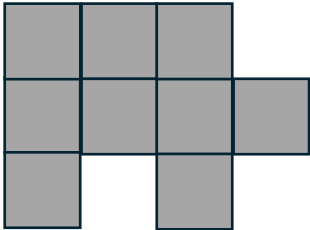
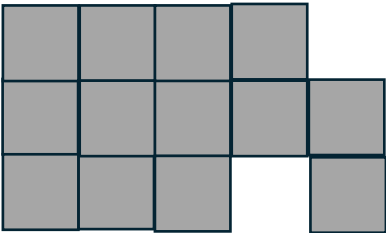


Phase 3 Measure

Phase 3 Progression Overview	Assessment Note	Marks
I can use the language of estimation in relation to measurement	Observe through classwork Can the children guess the measurement before measuring?	
I can explain the differences between length, height, width, mass and capacity	Question 3 – ask the child to tell the difference	/7
I can use standard units to read and measure length, height, width, mass, volume and area	Question 3 Observe through practical measure tasks	
I can understand the significance of starting at zero on a scale	Question 5 Observe through classwork Are children able to start at zero when measuring with different instruments?	/1
I can compare, sort and order objects by size and capacity by focusing on a particular attribute	Question 2	/8
I can measure the area of a 2D shape to the nearest square	Question 4	/2
I can say that 1m is 100cm and vice versa	Question 1	/2

Measurement Phase 3	
1	I can say that 1m is 100cm and vice versa
(a)	1m = _____ cm
(b)	100cm = _____ m

2	I can compare, sort and order objects by size and capacity by focusing on a particular attribute Order these buckets from  6l 29cm  12l 22cm  3l 15cm  15l 20cm Highest volume to smallest volume 1 _____ 2 _____ 3 _____ 4 _____ Tallest to shortest 1 _____ 2 _____ 3 _____ 4 _____
3	I can use standard units to read and measure length, height, width, mass, volume and area Match the measurement with what it would be measured in: Length – colour in red Capacity – colour in blue Mass – colour in green ml km kg cm l m g Explain to your teacher the difference between length, capacity and mass.

4	I can measure the area of a 2D shape to the nearest square What is the area of these shapes in squares?  (a) Area = _____  (b) Area = _____
5	I can understand the significance of starting at zero on a scale Joey and Sam measure the same pencil. Joey says the pencil is 8cm long but Sam says the pencil is 5cm long. Who is right and why? 