



**Mathematics**

**CfE Early Level**

# **Assessment Pack**

**Written by the TeeJay Writing Group  
edited by Gemma Meharg**

# Suggestions and hints on usage

Schools and teachers will use various forms of assessment during the first 1-2 years of Primary, (the suggested time-scale for Early Level), including formative, diagnostic and summative assessments as well as simple observational. This pack from TeeJay provides, we hope, a means of assessing the progress of pupils outcome by outcome.

The pack includes:

- A set of 14 masters of black and white outcome assessments
- A set of black and white answers.
- A digital spreadsheet detailing outcome and benchmark coverage for each master sheet.

The outcome assessments can be used as a child completes the relevant outcome, or can be used in conjunction with others to form a more rigorous "test" of the child's progress and retention skills.

We have endeavoured to keep the language to a minimum, but understand that it may be necessary for the assessments to be read out to a child or a class in some instances, and this should be at the discretion of the class teacher.

This electronic version can be used digitally, with children with reading disabilities or a class that has access to Acrobat Reader and can fill it in on-screen. It is suggested that each child "**SAVES AS**" a copy of the electronic version under their own name and fills it in. You can also print pages of this assessment and distribute them to your class.

A suggestion as to a child's success at **Early Level** might be, as with the CfE 5-14 assessments, a score of around 66%, but that is up to the discretion of the school or class teacher.

We hope you find this pack useful, but please feel free to let us know if you can think of a way of improving it.

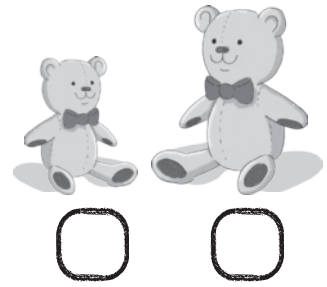
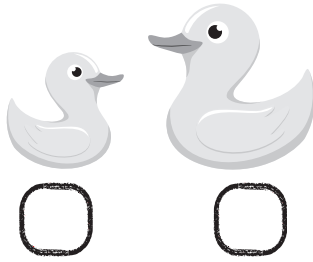
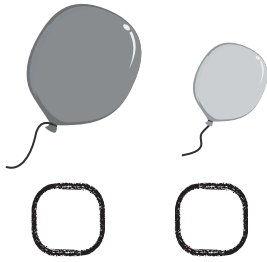
Tom and John Strang (April 2021)

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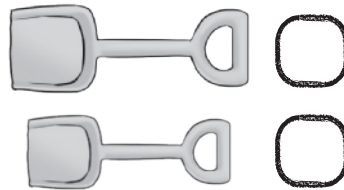
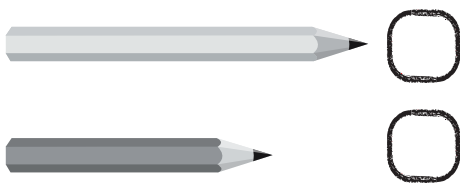
# Assessment 1

**MNU 0-01a** I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.

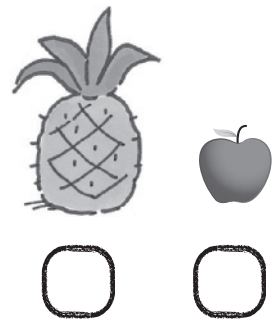
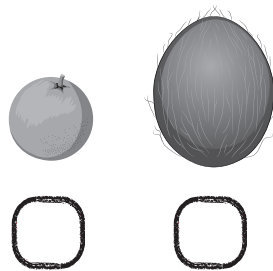
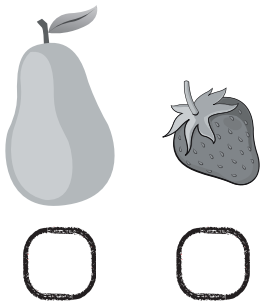
1 Tick (✓) the one that is **bigger**.



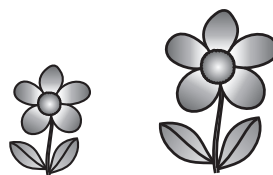
2 Tick (✓) the one that is **shorter**.



3 Tick (✓) the one that is **heavier**.



4 Tick (✓) the flower that is **taller**.



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5 Tick (✓) the one that holds **less**.


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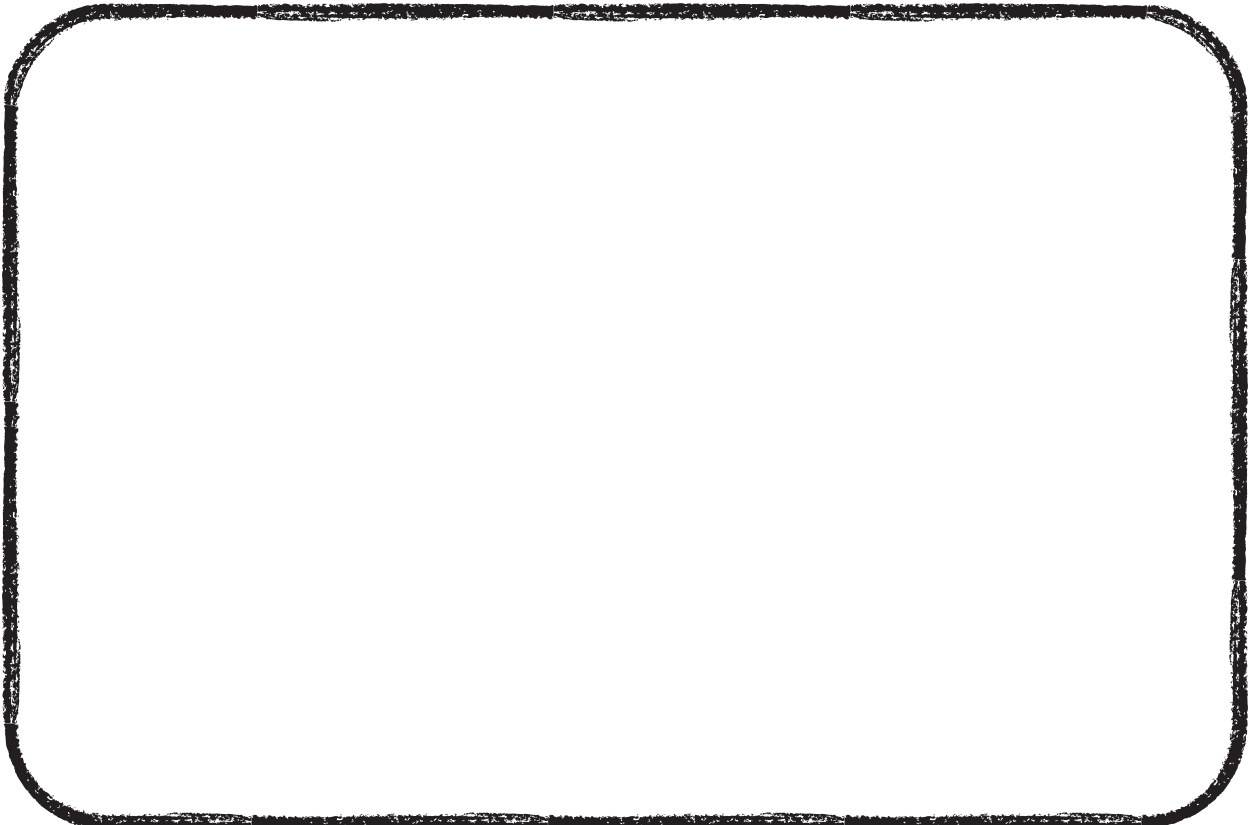
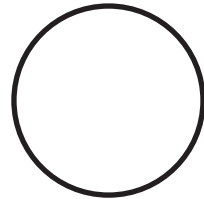
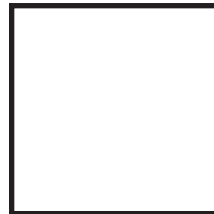
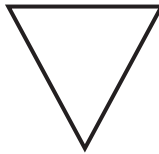
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6 Draw these shapes in **order**.  
Start with the **smallest**.

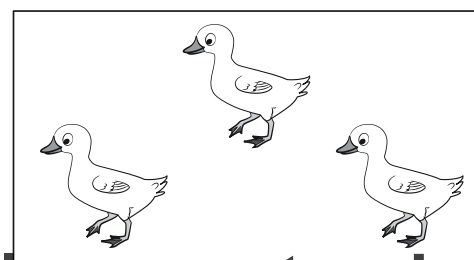
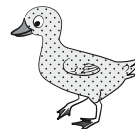
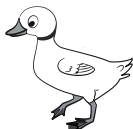
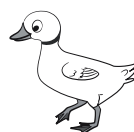
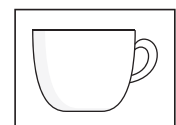
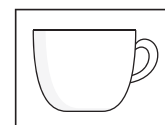
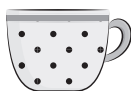
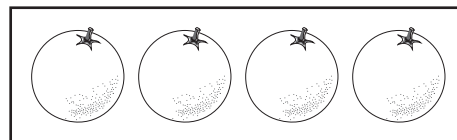
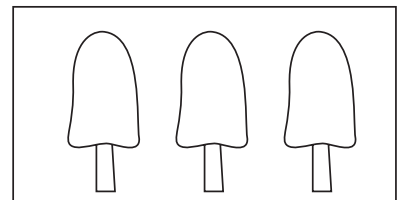
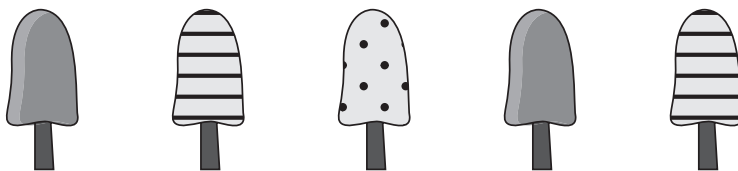
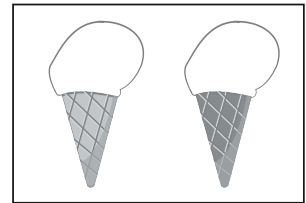
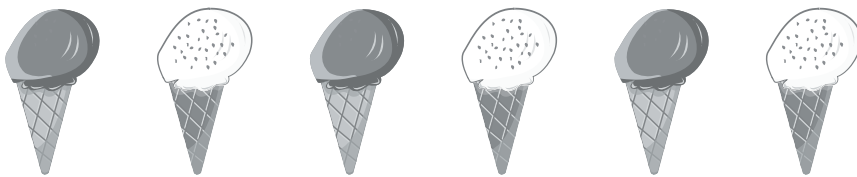


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# Assessment 8

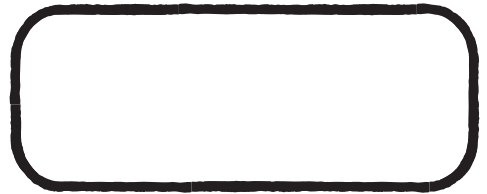
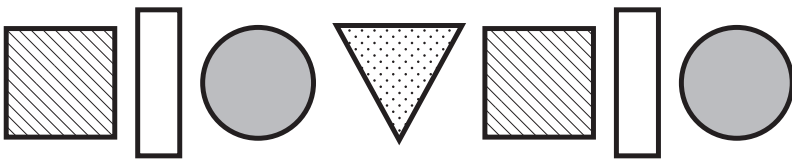
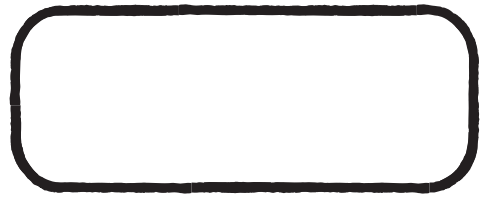
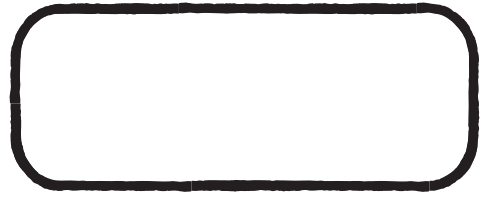
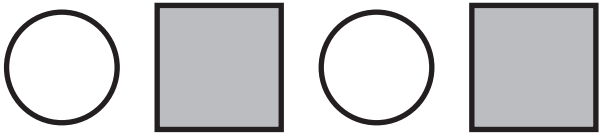
**MNU 0-13a** I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.

1 **Shade** in the shapes to follow the pattern.



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**2 Draw and shade the next two in the pattern.**



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