# Assessment Tool: 4 – Length, Weight and Capacity

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|  | **Measurement –Length, Weight, Capacity** | √ | PKSS |
| 1. | Use vocabulary such as ‘big’, ’small’ ‘tall’, ‘long’, ‘short’, ‘heavy’, ‘light’, ‘wide’, ’narrow’**Instructions**Ask the pupil to look at the picture and encourage them to use the listed words to describe what they can see. Provide a model sentence if the pupil is unable to think of one. |  | **PKSS1** |
| 2. | Find big and small objects on request [for example, from a choice of two objects, identifying the ‘big’ and ‘small’] |  | **PKSS1** |
| 3. | Order two/three items by length or height. Have some pieces of string for the pupil to order in length and height to help them with the question.  |  | **PKSS4** |
| 4. | Put 3 objects in order of their weight**Instructions**You will need to have a feather, an apple and a book (or 3 objects with different weights) for the pupil to compare. Ask the pupil to compare the weights of the objects and find the heaviest and lightest. |  | **PKSS4** |
| 5. | Order two items by capacity, estimate which container holds the greater volume**Instructions**You will need two jugs of differing sizes. Ask the pupil to say which container would hold the most/least amount of water. |  | **PKSS4** |
| 6. | Aware of hot and cold – can name some hot and cold objects**Instructions**Ask the pupil to think of things that they consider are hot and cold – does this show understanding of the difference between hot and cold? |  | **PKSS4** |
| 7. | Measure and begin to record **Instructions**You will need a container with cubes such as Unifix. Ask the pupil to measure 3 items in the classroom. Can they use the equipment effectively and provide a record of the length/height of the given object? |  | **PKSS5****(Y1)** |
| 8. | Begin to use a ruler and draw lines along a straight edge |  | **PKSS5** |
| 9. | Use terms: full, empty, holds, more/less than, half full |  | **PKSS5** |
| 10.11.12. | Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit:* using rulers
* measuring scales
* thermometers
* measuring vessels (capacity)

**Instructions:**10: In addition to the pictures, ideally you will have a scale, ruler, thermometer and jug and the pupil can also choose objects to measure with them.11: Focus on how they use the ruler, do they start from 0?12: Ask your pupil to tell you what the different measurements mean and what they measure? |  | **PKSS6****Y2** |