

Levelling Pupil Work in Using Mathematics

Using the Levels of Progression to level pupils' work is the key part of internal standardisation that takes place in schools. It enhances the consistency and reliability of teachers' professional judgements and facilitates professional development.

In Using Mathematics, pupils' responses may be practical, written and/or oral.

When you level responses, take into account how the pupil planned, carried out and reviewed their work, as well as any tangible end product. You might have taken notes, recorded observations and/or made comments as the work progressed.

Then, to assign a level to a pupil response, answer the following question:

Which set of Progression Statements best describes the outcome of the activity and the process the pupil engaged in while completing the work?

To help inform your judgement, you might find the following resources useful. These include descriptions and/or examples that you can compare with your pupils' work.

- The **Expansion of the Levels of Progression** explains the criteria for Using Mathematics.
- CCEA's **Online Exemplification Library** contains pupil responses at a range of levels for the different areas of Knowledge and Understanding: Number, Measures, Shape and Space, and Handling Data. It also allows you to search for specific examples.
- Exemplification for the four areas of Knowledge and Understanding in Using Mathematics at Levels 1–5 is available in the training booklets produced for **Assessing the Cross-Curricular Skills INSET**.

When you look at pupil responses, keep in mind the following:

- You may find it difficult to assign a level to every pupil response; some responses may cross more than one level.
- The level that you assign to a particular piece does not have to be the same as your summative judgement about the level the pupil has achieved.