



# Master 30a: Activity 15 Assessment

## Using Uniform Units: Consolidation

| Measuring Behaviours/Strategies   |   |  |  |
|---|---|--|--|
| Student mixes units to measure an attribute (e.g., uses a combination of paper clips and centicubes). | Student focuses on one attribute of the containers (e.g., length) and doesn't seem to be aware of other attributes that can be measured and compared. | Student chooses an inappropriate unit to measure.  | Student leaves gaps or makes overlaps when measuring length/width/height and area. |
| Observations/Documentation  |   |  |  |
|   |   |  |  |
| Student chooses an appropriate unit to measure capacity but doesn't fill the container all the way.   | Student iterates using only one copy of the unit when measuring length/width/height and area.   | Student measures the containers but has difficulty recording the measures (e.g., shows only a number). | Student accurately measures length, area, and capacity.                            |
| Observations/Documentation  |   |  |  |
|   |   |  |  |

# Master 30b: Cluster Assessment

## Whole Class

| Big Idea  |  |  |  |  | Indicators From Learning Progression |  |  |  |  |
|---|--|--|--|--|--------------------------------------|--|--|--|--|
| Curriculum Expectations addressed   |  |  |  |  |                                      |  |  |  |  |
| Student Names   |  |  |  |  |                                      |  |  |  |  |
| Student can measure and compare lengths of objects, aligning the objects along a baseline.<br><b>(Activities 7, 9, 10)</b>              |  |  |  |  |                                      |  |  |  |  |
| Student can use multiple uniform units to estimate and measure length. <b>(Activities 8, 9, 11, 13, 15)</b>                             |  |  |  |  |                                      |  |  |  |  |
| Student can iterate a single unit to measure length. <b>(Activities 12, 15)</b>   |  |  |  |  |                                      |  |  |  |  |
| Student uses math language to compare measures <b>(Activities 7, 9, 13–15)</b>  |  |  |  |  |                                      |  |  |  |  |
| Student can use the metre as a benchmark for measuring length, and compare the metre with non-standard units. <b>(Activities 8, 10)</b> |  |  |  |  |                                      |  |  |  |  |
| Student recognizes that units must be the same for measurements to be meaningful. <b>(Activities 9, 11–15)</b>                          |  |  |  |  |                                      |  |  |  |  |
| Student understands that the smaller the unit, the fewer will be needed. <b>(Activities 8, 11, 13)</b>                                  |  |  |  |  |                                      |  |  |  |  |
| Student can estimate and measure area using non-standard units. <b>(Activities 13, 15)</b>  |  |  |  |  |                                      |  |  |  |  |
| Student can estimate and measure capacity using non-standard units. <b>(Activities 14, 15)</b>  |  |  |  |  |                                      |  |  |  |  |

# Master 30c: Cluster Assessment

## Individual

Name: \_\_\_\_\_

|  | Not Observed | Sometimes | Consistently |
|--|--------------|-----------|--------------|
| Measures and compares lengths of objects, aligning the objects along a baseline.<br>(Activities 7, 9, 10)              |              |           |              |
| Uses multiple uniform units to estimate and measure length. (Activities 8, 9, 11, 13, 15)                              |              |           |              |
| Iterates a single unit to measure length. (Activities 12, 15)  |              |           |              |
| Uses math language to compare measures<br>(Activities 7, 9, 13–15)   |              |           |              |
| Uses the metre as a benchmark for measuring length, and compares the metre with non-standard units. (Activities 8, 10) |              |           |              |
| Recognizes that units must be the same for measurements to be meaningful.<br>(Activities 9, 11–15)                     |              |           |              |
| Understands that the smaller the unit, the fewer will be needed.<br>(Activities 8, 11, 13)                             |              |           |              |
| Estimates and measures area using non-standard units.<br>(Activities 13, 15)   |              |           |              |
| Estimates and measures capacity using non-standard units. (Activities 14, 15)  |              |           |              |

Strengths:

Next Steps: