

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. (Activities 7, 9, 10)									
Student can use multiple uniform units to estimate and measure length. (Activities 8, 9, 11, 13, 15)									
Student can iterate a single unit to measure length. (Activities 12, 15)									
Student uses math language to compare measures (Activities 7, 9, 13–15)									
Student can use the metre as a benchmark for measuring length, and compare the metre with non-standard units. (Activities 8, 10)									
Student recognizes that units must be the same for measurements to be meaningful. (Activities 9, 11–15)									
Student understands that the smaller the unit, the fewer will be needed. (Activities 8, 11, 13)									
Student can estimate and measure area using non-standard units. (Activities 13, 15)									
Student can estimate and measure capacity using non-standard units. (Activities 14, 15)									

Name: _____

	Not Observed	Sometimes	Consistently
Measures and compares lengths of objects, aligning the objects along a baseline. (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 (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. (Activities 9, 11–15)			
Understands that the smaller the unit, the fewer will be needed. (Activities 8, 11, 13)			
Estimates and measures area using non-standard units. (Activities 13, 15)			
Estimates and measures capacity using non-standard units. (Activities 14, 15)			

Strengths:

Next Steps: