

Master 27: Activity 11 Assessment

Measuring the Passage of Time

Measuring and Describing Time Behaviours/Strategies

1. Student uses non-standard units to measure passage of time, but doesn't see them as benchmarks for lengths of time (e.g., 1 minute, 1 hour).

"I used a sand timer and in one flip, I did 30 jumping jacks."

2. Student uses benchmarks to estimate and measure time, but has difficulty measuring time with standard units.

"Two episodes of my favourite TV show take 1 hour."

3. Student uses standard units to measure passage of time, but has difficulty selecting the appropriate unit to measure different events.

Observations/Documentation

4. Student selects and uses appropriate standard unit to measure time, but has difficulty measuring time.

"I would measure a school day in hours and the time it takes to walk to the library in minutes. But I don't know how to start."

5. Student selects and uses appropriate standard units to measure time, but thinks that times with larger numbers are longer than those with smaller numbers.

"58 seconds. That's longer than 1 minute."

6. Student selects and uses appropriate standard units to measure time and understands relationships among time units.

Observations/Documentation