

Master 22: Activity 9 Assessment

Using Standard Units: Consolidation

Choosing an Appropriate Unit and Estimating Length Behaviours/Strategies

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| 1. Student chooses an object, but struggles to select an appropriate standard unit to measure length.

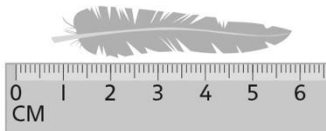
"I will use centimetres to measure the length of the teeter-totter." | 2. Student selects an appropriate standard unit and tool to measure length, but cannot justify choice.

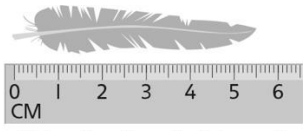
"I just know metres is what I should use." | 3. Student selects an appropriate standard unit, but the estimate is extreme or unreasonable. | 4. Student successfully selects an appropriate standard unit to measure length, and estimates are reasonable. |
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Observations/Documentation

Measuring Length in Standard Units Behaviours/Strategies

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| 1. Student measures length using standard units, but does not line up the object with the baseline of the measuring tool.

 | 2. Student measures length using standard units, but struggles to iterate the measuring tool. | 3. Student measures length using standard units, but forgets to include the unit when stating the measure or ignores leftover.


"The feather is 5 long." | 4. Student successfully measures length using standard units and includes units with measures.

"The feather is a little more than 5 centimetres long." |
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Observations/Documentation