

Master 20: Activity 8 Assessment

Metres or Centimetres?

Choosing an Appropriate Standard Unit Behaviours/Strategies

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

"I'll use metres for the glue stick." | 2. Student selects an appropriate standard unit to measure length, but chooses the wrong tool.

"I chose metres, so I will use the ruler." | 3. Student selects an appropriate standard unit and tool to measure length, but cannot justify choice.

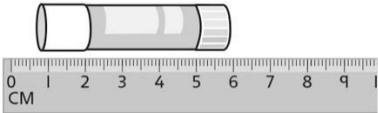
"I just know metres is what I should use." | 4. Student successfully selects an appropriate standard unit to measure length and justifies choice.

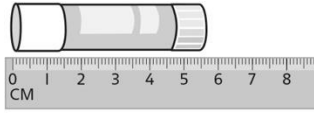
"I will use metres because the object is long." |
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Observations/Documentation

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.


"5 centimetres" | 4. Student successfully measures length using standard units and includes units with measures. |
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Observations/Documentation