

# Master 22: Activity 9 Assessment

## Using Standard Units: Consolidation

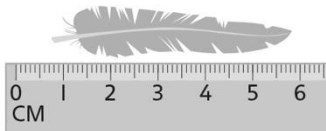
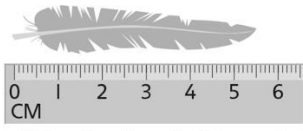
### Choosing an Appropriate Unit and Estimating Length Behaviours/Strategies

<p>1. Student chooses an object, but struggles to select an appropriate standard unit to measure length.</p> <p>“I will use centimetres to measure the length of the teeter-totter.”</p>	<p>2. Student selects an appropriate standard unit and tool to measure length, but cannot justify choice.</p> <p>“I just know metres is what I should use.”</p>	<p>3. Student selects an appropriate standard unit, but the estimate is extreme or unreasonable.</p>	<p>4. Student successfully selects an appropriate standard unit to measure length, and estimates are reasonable.</p>
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### Observations/Documentation

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### Measuring Length in Standard Units Behaviours/Strategies

<p>1. Student measures length using standard units, but does not line up the object with the baseline of the measuring tool.</p> 	<p>2. Student measures length using standard units, but struggles to iterate the measuring tool.</p>	<p>3. Student measures length using standard units, but forgets to include the unit when stating the measure or ignores leftover.</p>  <p>“The feather is 5 long.”</p>	<p>4. Student successfully measures length using standard units and includes units with measures.</p> <p>“The feather is a little more than 5 centimetres long.”</p>
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### Observations/Documentation

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