

# Master 26: Activity 10 Assessment

## Measuring Time

Measuring Time Intervals Behaviours/Strategies		
<p>1. Student explores measurement of non-visible attributes (time), but starts the pendulum before or after partner starts the activity.</p>	<p>2. Student starts the pendulum, but struggles to say the number name sequence starting with 1 and counting forward.</p> <p style="text-align: center;">“1, 2, 3, 5, 6, 8, 9”</p>	<p>3. Student explores measurement of non-visible attributes (time), but when counting pendulum swings, loses track of the count.</p> <p style="text-align: center;">“I forget what swing I am at.”</p>
Observations/Documentation		
<p>4. Student explores measurement of non-visible attributes (time), but thinks the time it takes to do an activity should be the same for everyone.</p> <p style="text-align: center;">“It took 8 swings for me to do the activity. It should take everyone 8 swings.”</p>	<p>5. Student explores measurement of non-visible attributes (time), but struggles to determine which activity took the longest.</p> <p style="text-align: center;">“8 swings, 15 swings, 12 swings, 14 swings, 20 swings, 11 swings. How do I know which activity took the longest?”</p>	<p>6. Student successfully explores measurement of non-visible attributes (time) and determines which activity took the longest.</p>
Observations/Documentation		