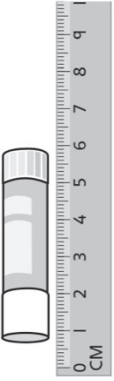




# Master 28: Activity 11 Assessment

## Metres or Centimetres?

Choosing an Appropriate Standard Unit Behaviours/Strategies				
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."	
Observations/Documentation				
Measuring Length in Standard Units Behaviours/Strategies				
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.  	4. Student successfully measures length using standard units and includes units with measures.  "5 centimetres"	
Observations/Documentation				