


Master 20: Activity 8 Assessment

Benchmarks and Estimation

| Using Benchmarks to Estimate and Measure Length Behaviours/Strategies | | | |
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| 1. Student finds object in classroom, but struggles to use benchmarks to estimate length in standard units (estimate is extreme or unreasonable).  | 2. Student estimates length in standard units, but does not use appropriate benchmark to estimate and measure. "I am using my finger to measure the length of the floor." | 3. Student selects and uses appropriate benchmarks to estimate and measure length in standard units, but leaves gaps or overlaps or has difficulty tracking the finger/step while measuring. | |
| Observations/Documentation | | | |
| 4. Student uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units, but loses track of the count when measuring. "I forget how many fingers I used." | 5. Student uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units, but forgets to include the unit when stating the measure. "It is 7 long." | 6. Student successfully uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units and includes units with measures. "The length of the classroom floor is about 8 big steps, or about 8 metres." | |
| Observations/Documentation | | | |
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