
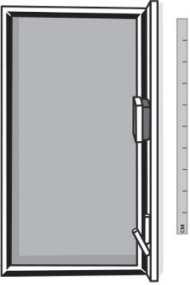


Master 22: Activity 9 Assessment

The Metre

Measuring Length in Metres Behaviours/Strategies		
<p>1. Student struggles to estimate length using a standard unit (metre), and the estimate is extreme or unreasonable.</p>  <p>“About 100 metres long!”</p>	<p>2. Student measures length using a standard unit (metre), but does not line up the end of the metre stick with the end of the object being measured.</p> 	<p>3. Student measures length using a standard unit (metre), but struggles to iterate the metre stick (leaves gaps or overlaps, or has difficulty tracking the metre stick while measuring).</p>
Observations/Documentation		
<p>4. Student measures length using a standard unit (metre), but loses track of the count when measuring.</p> <p>“I forget how many metre sticks I used.”</p>	<p>5. Student measures length using a standard unit (metre), but forgets to include the unit when stating the measure or ignores leftover.</p> <p>“It is 7 long.”</p>	<p>6. Student successfully estimates and measures length using a standard unit (metre) and includes units with measures.</p> <p>“The whiteboard is a little less than 3 metres long.”</p>
Observations/Documentation		