



Master 30a: Activity 12 Assessment

Using Standard Units: Consolidation

Choosing an Appropriate Unit and Estimating Length Behaviours/Strategies			
1. Student chooses an object, but struggles to select an appropriate standard unit to measure length. "I will use centimetres to measure the length of the teeter-totter."	2. Student selects an appropriate standard unit and tool to measure length, but cannot justify choice. "I just know metres is what I should use."	3. Student selects an appropriate standard unit, but the estimate is extreme or unreasonable.	4. Student successfully selects an appropriate standard unit to measure length, and estimates are reasonable.
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. "The feather is a little more than 5 centimetres long."
Observations/Documentation			

Master 30b: Cluster Assessment

Whole Class

Big Idea					Indicators from Learning Progression				
Curriculum Expectations addressed									
Student Names									
Student can use benchmarks to estimate and measure length in centimetres and metres. (Activities 8, 9, 10, 12)									
Student can use the metre to estimate and measure length. (Activity 9, 11, 12)									
Student can use the centimetre to estimate and measure length. (Activities 10, 11, 12)									
Student includes a unit with all measures. (Activities 8, 9, 10, 11, 12)									
Student can choose an appropriate benchmark or standard unit/tool to measure length. (Activities 8, 11, 12)									
Student lines up the object being measured with the baseline of the measuring tool. (Activities 9, 10, 11, 12)									
Student can iterate the measuring tool accurately. (Activity 8, 9, 10, 11, 12)									
Student can deal with lengths that are not a whole number of metres/centimetres long. (Activities 9, 10, 11, 12)									

Name: _____

	Not Observed	Sometimes	Consistently
Uses benchmarks to estimate and measure length in centimetres and metres. (Activities 8, 9, 10, 12)			
Uses the metre to estimate and measure length. (Activity 9, 11, 12)			
Uses the centimetre to estimate and measure length. (Activities 10, 11, 12)			
Includes a unit with all measures. (Activities 8, 9, 10, 11, 12)			
Chooses an appropriate benchmark or standard unit/tool to measure length. (Activities 8, 11, 12)			
Lines up the object being measured with the baseline of the measuring tool. (Activities 9, 10, 11, 12)			
Iterates the measuring tool accurately. (Activity 8, 9, 10, 11, 12)			
Deals with lengths that are not a whole number of metres/centimetres long. (Activities 9, 10, 11, 12)			

Strengths:

Next Steps: