# Activity 13 Assessment
## Telling Time on a 24-Hour Clock

## Using Measurement of Time

| Understands relationships among time units (hours, minutes, seconds) | Uses relationships among time units to represent equivalent lengths of time | Uses intervals to say the time (e.g., to the nearest minute) |
|---|---|---|
| "1 h = 60 min<br><br>Or, 1 min = $\frac{1}{60}$ of an hour | *The movie takes 2 h. How many minutes is that?*<br>"1 h = 60 min<br>So, 2 h = 120 min" | <br><br>"Both the analogue and digital clocks read: Seven fifty-eight p.m., or 2 minutes before 8 p.m." |
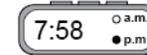
## Observations/Documentation

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## Using Measurement of Time (con't)

| Tells time in more than one way | Tells time using 24-hour clocks | Flexibly solves problems involving time using various strategies and the relationships among units |
|---|---|---|
|   "It is 10 min after 9, or 50 min before 10." |   "I created a timeline to record the times of my daily activities using a 24-hour clock. I converted 12-hour p.m. times to 24-hour times." | Student A arrived at a party at 1:40 p.m. Student B arrived at 25 min to 2 in the afternoon. Student C arrived at 14:05. Who arrived first? Who arrived last?  "Student A: 1:40 p.m. Student B: 1:35 p.m. Student C: 2:05 p.m. Student B arrived first. Student C arrived last." |
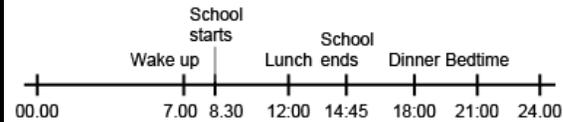
## Observations/Documentation

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