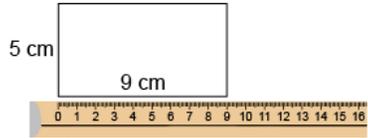


Activity 2 Assessment

Relating Millimetres, Centimetres, Metres, and Kilometres

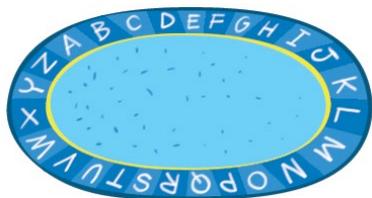
Measuring Length and Perimeter			
<p>Uses non-standard units to measure</p>  <p>“The rectangle is 5 paper clips long. Its perimeter is 16 paper clips.”</p>	<p>Uses standard-sized items to measure</p>  <p>“The rectangle is 17 centicubes long. Its perimeter is 54 centicubes.”</p>	<p>Uses benchmarks to estimate in standard units (m, cm)</p> <p>“I used a big step as a referent for one metre. The classroom is about 7 big steps, or 7 m wide. Its perimeter is about 30 big steps, or 30 m.”</p>	<p>Measures using standard units (m, cm)</p>  <p>“The perimeter is 28 cm.”</p>
Observations/Documentation			

Activity 2 Assessment

Relating Millimetres, Centimetres, Metres, and Kilometres

Measuring Length and Perimeter (con't)

Selects and uses appropriate standard units



"I would use m because mm and cm are too small. The length of string I wound around the edge is 10 m. So, the perimeter is 10 m."

Relates standard units of length (1 m = 100 cm)

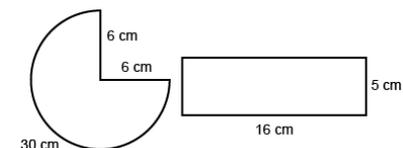


"The door has a perimeter of 8 m. Since 1 m = 100 cm, 8 m = 800 cm."

Uses smaller units to give more accurate measures

"The pen is between 13 cm and 14 cm long. If I use mm, I can be more accurate: 137 mm."

Compares using standard units



"Rectangle:
 $5 + 16 + 5 + 16 = 42$ cm
 Three-quarter circle:
 $6 + 6 + 30 = 42$ cm
 The perimeters are the same."

Observations/Documentation