

# Master 20: Activity 8 Assessment

## Metres or Centimetres?

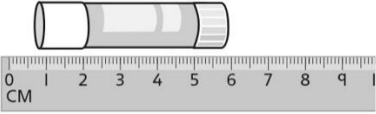
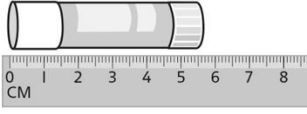
### Choosing an Appropriate Standard Unit Behaviours/Strategies

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| <p>1. Student chooses an object, but struggles to select an appropriate standard unit to measure length.</p> <p>“I’ll use metres for the glue stick.”</p> | <p>2. Student selects an appropriate standard unit to measure length, but chooses the wrong tool.</p> <p>“I chose metres, so I will use the ruler.”</p> | <p>3. Student selects an appropriate standard unit and tool to measure length, but cannot justify choice.</p> <p>“I just know metres is what I should use.”</p> | <p>4. Student successfully selects an appropriate standard unit to measure length and justifies choice.</p> <p>“I will use metres because the object is long.”</p> |
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### Observations/Documentation

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### Measuring Length in Standard Units Behaviours/Strategies

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| <p>1. Student measures length using standard units, but does not line up the object with the baseline of the measuring tool.</p>  | <p>2. Student measures length using standard units, but struggles to iterate the measuring tool.</p> | <p>3. Student measures length using standard units, but forgets to include the unit when stating the measure or ignores leftover.</p>  <p>“5 centimetres”</p> | <p>4. Student successfully measures length using standard units and includes units with measures.</p> |
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### Observations/Documentation

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