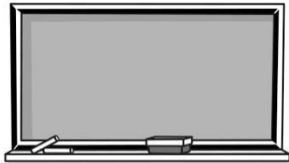


Master 14: Activity 6 Assessment

The Metre

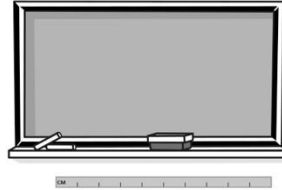
Measuring Length in Metres Behaviours/Strategies

1. Student struggles to estimate length using a standard unit (metre), and the estimate is extreme or unreasonable.



"About 100 metres long!"

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.



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).

Observations/Documentation

4. Student measures length using a standard unit (metre), but loses track of the count when measuring.

"I forget how many metre sticks I used."

5. Student measures length using a standard unit (metre), but forgets to include the unit when stating the measure or ignores leftover.

"It is 7 long."

6. Student successfully estimates and measures length using a standard unit (metre) and includes units with measures.

"The whiteboard is a little less than 3 metres long."

Observations/Documentation