

# Master 27: Activity 11 Assessment

## Measuring the Passage of Time

Measuring and Describing Time Behaviours/Strategies		
<p>1. Student uses non-standard units to measure passage of time, but doesn't see them as benchmarks for lengths of time (e.g., 1 minute, 1 hour).</p> <p><b>"I used a sand timer and in one flip, I did 30 jumping jacks."</b></p>	<p>2. Student uses benchmarks to estimate and measure time, but has difficulty measuring time with standard units.</p> <p><b>"Two episodes of my favourite TV show take 1 hour."</b></p>	<p>3. Student uses standard units to measure passage of time, but has difficulty selecting the appropriate unit to measure different events.</p>
Observations/Documentation		
<p>4. Student selects and uses appropriate standard unit to measure time, but has difficulty measuring time.</p> <p><b>"I would measure a school day in hours and the time it takes to walk to the library in minutes. But I don't know how to start."</b></p>	<p>5. Student selects and uses appropriate standard units to measure time, but thinks that times with larger numbers are longer than those with smaller numbers.</p> <p><b>"58 seconds. That's longer than 1 minute."</b></p>	<p>6. Student selects and uses appropriate standard units to measure time and understands relationships among time units.</p>
Observations/Documentation		