


Master 20: Activity 8 Assessment

Benchmarks and Estimation

Using Benchmarks to Estimate and Measure Length Behaviours/Strategies		
<p>1. Student finds object in classroom, but struggles to use benchmarks to estimate length in standard units (estimate is extreme or unreasonable).</p>  <p>“About 100 fingers!”</p>	<p>2. Student estimates length in standard units, but does not use appropriate benchmark to estimate and measure.</p> <p>“I am using my finger to measure the length of the floor.”</p>	<p>3. Student selects and uses appropriate benchmarks to estimate and measure length in standard units, but leaves gaps or overlaps or has difficulty tracking the finger/step while measuring.</p>
Observations/Documentation		
<p>4. Student uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units, but loses track of the count when measuring.</p> <p>“I forget how many fingers I used.”</p>	<p>5. Student uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units, but forgets to include the unit when stating the measure.</p> <p>“It is 7 long.”</p>	<p>6. Student successfully uses the measurement of familiar objects as benchmarks to estimate and measure length in standard units and includes units with measures.</p> <p>“The length of the classroom floor is about 8 big steps, or about 8 metres.”</p>
Observations/Documentation		