

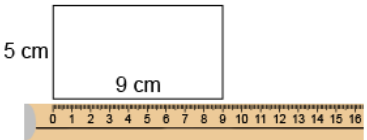


## Activity 2 Assessment

### Relating Centimetres and Metres

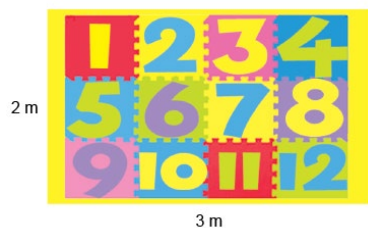
Measuring Length and Perimeter			
<p>Uses non-standard units to measure</p>  <p>“The rectangle is 5 paper clips long. Its perimeter is 16 paper clips.”</p>	<p>Uses standard-sized items to measure</p>  <p>“The rectangle is 17 centicubes long. Its perimeter is 54 centicubes.”</p>	<p>Uses benchmarks to 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 Centimetres and Metres

### Measuring Length and Perimeter (con't)

Selects and uses appropriate standard units



"I would use m because cm are too small. The perimeter is 10 m because  $3 + 2 + 3 + 2 = 10$ ."

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

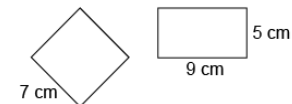


"The door has a perimeter of 8 m. Since 1 m = 100 cm, 8 m = 800 cm."

Uses smaller units to give more accurate measures

"The rug is between 2 m and 3 m long. If I use cm, I can be more accurate: 285 cm."

Compares using standard units



"Rectangle:  $5 + 9 + 5 + 9 = 28$  cm  
Square:  $7 \times 4 = 28$  cm. The perimeters are the same."

### Observations/Documentation