**Grade 6 - Linear Measurement Achievement Chart**

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| **Assessment Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge and Understanding****The student…** |  |  |  |  |
| -demonstrates an understanding of the relationship between an estimated and precise measurement | LimitedKnowledge | SomeKnowledge | ConsiderableKnowledge | ThoroughKnowledge |
| -estimate, measure and record length, perimeter and area using metric units |
| -demonstrate an understanding of how to convert metric units from larger to smaller (e.g. metres to centimetres) |
| **Thinking****The student…** |  |  |  |  |
| -select the appropriate metric unit to measure length or distance in a real-life situation | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| -deconstructs problems to determine necessary information |
| -develop the formulas for the area of a parallelogram and area of triangle using the area relationships between rectangles, parallelograms and triangles. |
| **Communication****The student…** |  |  |  |  |
| - explains mathematical thinking when selecting appropriate metric units | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High Degree of Effectiveness |
| - communicates using a variety of modes (short answers, lengthy explanations, verbal reports, diagrams, numerically)  |
| - uses appropriate vocabulary and terminology (e.g. estimate, perimeter, area, various metric units) |
| **Application****The student…** |  |  |  |  |
| - applies knowledge and skills about linear measurement to in-class assignments  | LimitedEffectiveness | SomeEffectiveness | ConsiderableEffectiveness | High DegreeOf Effectiveness |
| - transfers knowledge and skills about linear measurement to new contexts (e.g. homework, creating new word problems) |
| - makes connections between a variety of real life situations where linear measurement occurs |