

# NCTM Content Standards Assessment Rubric

## Measurement – Drill Sheets

Student's Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Level: \_\_\_\_\_

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Measurable Attributes of Objects and the Units, Systems, and Processes of Measurement</b>	<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of measurable attributes of objects and the units, systems, and processes of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of measurable attributes of objects and the units, systems, and processes of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good understanding of measurable attributes of objects and the units, systems, and processes of measurement</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of measurable attributes of objects and the units, systems, and processes of measurement</li> </ul>
<b>Applying Appropriate Techniques, Tools, and Formulas to Determine Measurements</b>	<ul style="list-style-type: none"> <li>Demonstrates limited ability in applying appropriate techniques, tools, and formulas to determine measurements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some ability in applying appropriate techniques, tools, and formulas to determine measurements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates satisfactory ability in applying appropriate techniques, tools, and formulas to determine measurements</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates strong ability in applying appropriate techniques, tools, and formulas to determine measurements</li> </ul>

**NEXT STEPS:**


**WEAKNESSES:**

**STRENGTHS:**

SAMPLE







**5a) Circle the correct estimate from the options below.**

- |    |   |                                     |                         |                             |
|----|---|-------------------------------------|-------------------------|-----------------------------|
| 1) |    | A small dog might weigh:            | 5 ounces<br>(142 grams) | 5 pounds<br>(2.3 kilograms) |
| 2) |    | The height of a door might be:      | 6 feet<br>(2 meters)    | 6 inches<br>(15 cm)         |
| 3) |   | An elephant might weigh:            | 2 ounces<br>(57 grams)  | 2 tons<br>(2 tons)          |
| 4) |  | A soft drink can might hold:        | 8 ounces<br>(227 grams) | 8 gallons<br>(30 liters)    |
| 5) |  | The length of a paperclip might be: | 1 foot<br>(0.3 meters)  | 1 inch<br>(2.5 cm)          |

SAMPLE

**b) Circle the unit you would use to measure each object.**

- |    |   |                             |                                    |    |  |  |
|----|---|-----------------------------|------------------------------------|----|--|--|
| 1) |  | Weight of a bee:            | ounce/ton<br>(gram)/(ton)          | 2) |   | Height of a giraffe:<br>feet/inches<br>(meters)/(cm) |
| 3) |  | Volume of a large aquarium: | ounces/gallons<br>(grams)/(liters) | 4) |  | Weight of a train:<br>ton/pound<br>(ton)/(kg)        |



# Review B



**a) Imagine you work at a store. You need to measure the length of some objects to put on a shelf. Circle the units that are used to measure length.**

- |        |        |         |        |       |
|--------|--------|---------|--------|-------|
| inches | quarts | pounds  | liters | feet  |
| cm     | mm     | gallons | tons   | grams |
| ounces | meters | cups    | mg     | mL    |

**b) In the store, you help sort drinks. Circle the units that are used to measure volume.**

- |        |        |         |        |       |
|--------|--------|---------|--------|-------|
| inches | quarts | pounds  | liters | feet  |
| cm     | mm     | gallons | tons   | grams |
| ounces | meters | cups    | mg     | mL    |

**c) You also have to measure the weight of items. Circle the units that are used to measure weight.**

- |        |        |         |        |       |
|--------|--------|---------|--------|-------|
| inches | quarts | pounds  | liters | feet  |
| cm     | mm     | gallons | tons   | grams |
| ounces | meters | cups    | mg     | mL    |

SAMPLE

# Time



Work with a partner. Select one of the activities below. Using your classroom clock, time your partner doing the activity. Tell how long it takes each person to complete it. Redo the same activity each day for a week. Compare the times per day for each person.

- Tie your shoe
- Walk around your classroom in a steady pace
- Read one page from the same book

## Day One

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Two

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Three

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Four

Name \_\_\_\_\_

Time \_\_\_\_\_

## Day Five

Name \_\_\_\_\_

Time \_\_\_\_\_

SAMPLE