MATHEMATICS – *Measurement*		
Grade 1 estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size. **Grade 2** estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units. **Grade 3** estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units.	*[Name]* has demonstrated *[his/her]* knowledge of *[specific measurement unit, such as time, temperature, length]* by *[specific task, such as by measuring the length of objects in the classroom using paperclips].* *[Name]* is able to estimate, measure and record length, perimeter and area using *[specific tools, such as hands, cm rulers]*. *[Name]* can read and record temperature using a thermometer *[specific evidence, such as during our daily recording of the weather].*	*[Name]* is encouraged to develop *[his/her]* ability to *[specific measurement skill, such as tell time]*. At home, *[Name]* can practice *[telling time with household clocks]*. *[Name]* is beginning to develop an understanding of length, perimeter and area. Further practice using and reading a ruler would be beneficial to *[Name].*
Grade 4 estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies. **Grade 5** estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies. **Grade 6** estimate, measure, and record quantities, using the metric measurement system.	*[Name]* can estimate, measure and record the size of *[specific items, such as the perimeter and area of various shapes].* *[Name]* can estimate, measure and represent time intervals to the nearest second.	*[Name]* is encouraged to practice measuring *[specific item(s), such as the mass of objects]* using household items *[such as books, tins of food, etc.]. [He/she]* should [*estimate the mass in kilograms or grams, then use a bathroom or kitchen scale to see how close the estimate was].*
Grade 7 report on research into real-life applications of area measurements. **Grade 8** research, describe, and report on applications of volume and capacity measurement.	*[Name]* reported on many real-life situations that use area measurement such as building a skateboard and painting a room. *Name]* reported on many real-life situations that use volume and capacity such as *[specific evidence such as cooking, closet space, aquarium size].*	*[Name]* should identify situations *[he/she]* sees outside of school that use area measurement, such as wrapping gifts or landscaping. *[Name]* should identify situations *[he/she]* sees outside of school that use volume and capacity. This could be a conversation while walking or driving somewhere together.
Grade 1	*[Name]* is able to compare and order objects that we measure	With support, *[Name]* is able to compare and order objects that

compare, describe, and order objects, using attributes measured in non-standard units. **Grade 2** compare, describe, and order objects, using attributes measured in non-standard units and standard units. **Grade 3** compare, describe, and order objects, using attributes measured in standard units.	in class. This was demonstrated when *[he/she] [specific task, such as measured classroom items using links].* *[Name]* is able to compare and order objects that we measure in class. This was demonstrated when *[s/he] [specific task; measured classmates using a meter stick].*	are measured in class. To increase *[Name's]* measurement ability, *[he/she]* could practice measuring items at home.
Grade 4 determine the relationships among units and measurable attributes, including the area and perimeter of rectangles. **Grade 5** determine the relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism. **Grade 6** determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.	*[Name]* understands the relationship between standard units used to measure mass (grams, milligrams, kilograms, etc.) and capacity (litres, milliliters, etc.). *[Name]* can solve problems involving conversion from larger to smaller units (e.g., grams to kilograms, litres to millilitres).	*[Name]* could improve *[his/her]* understanding of perimeter and area of rectangles by using dot paper to draw as many rectangles as possible with a given perimeter (e.g., 10 units) and describing the perimeter and area of each one. *[Name]* would benefit from further practice solving problems that involve conversion (e.g., converting metres to centimetres or kilometres to metres).
Grade 7 determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism. **Grade 8** determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder.	Using problem solving strategies, *[Name]* worked in a group to calculate the area of a trapezoid and the volume of a rectangular prism *[or square prism, etc]*. Using problem solving strategies, *[Name]* worked in a group to calculate the area of a circle and the volume of a cylinder.	*[Name]* would benefit from attempting math problems that at first seem difficult; if *[he/she]* is able to try a strategy (e.g., use concrete materials, draw a picture, use information from what *[he/she]* already knows), then challenging tasks may become more manageable.