

Instruction

Comparing Lengths Unit 2

Formative Assessment

1. Provide the child with a block of wood that is approximately 12 inches long, with “worms” that are 1 inch, 2 inches, and 4 inches long. Ask each student to find and record the measure of the length of the block of wood in a way so that someone else who read the measurement could use it to draw a line exactly the same length as the block of wood: “Just like we did in class when we had to draw a line exactly the same as someone else’s.”
2. The second problem is a compare difference unknown, with numbers and manipulative aides provided by the teacher. The teacher reads the problem to the group or to individuals who have different number values filled in:

Ricardo’s rope is _____ feet long and Yostena’s is _____ feet long. How much longer is Yostena’s rope?

Comparing Path Lengths
Measuring the Length of a Desk
Teacher’s Secret Line
Mystery Line
Formative Assessment

Formative Assessment Record

Comparing Lengths Unit 2

Student _____ Date _____

Indicate the levels of mastery demonstrated for measuring the block of wood by circling those for which there is clear evidence:

Level	Description	Notes
ToM3B	Child uses identical units of measure or labels non-identical units. Labels unit(s)? Yes or No (<i>Circle one</i>)	
ToM3A	Child's method for measuring leaves no gaps.	
ToM2E	Child represents measure with a number.	
ToM2A	Identifies length of the block of wood. <i>Circle those that apply:</i> Yes No Other _____	
NL	Does not know how to measure or cannot make any sense of the task.	

<p>Academic Language: Indicate academic words the student is familiar with by recording them here.</p>

Formative Assessment Record

Comparing Lengths Unit 2

Arithmetic Strategy for CDU problem (____, ____)

_____ Direct Modeling (Match, count with FNWS)

_____ Direct Modeling, Base 10 (Match in groups of 10)

_____ Counting (Count on to, Count down)

_____ Counting, Base 10 (Count on to, Count down with groups of 10)

_____ Derived Facts

Strategy used to solve CDU problem:

_____ Direct modeling (Matching and use of FNWS)

_____ Counting (Count on or Count down)