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**Capture the Flag Grade 3, October 9th**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Length Measurement

Directions:

Measure the rectangles on the attached paper to the nearest ½ inch and record the lengths on the line plot below.

0

½

1

1½

2

2½

3

3½

4

4½

5

5½

6

6½

7

Name two facts that describe the data on your line plot.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



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| Teacher notes:  Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters  A line plot is a way to record data on a number line. You make a line plot by drawing a number line and showing each value and then placing an X over the appropriate value. Line plots show the range of data and how the data are distributed over that range. Line plots are useful when the range is small. It is easy to see on a line plot which number occurs most frequently because that is the highest stack of X's.  The ability to measure with a ruler is a component of this standard. Students should understand that a ruler measures the difference between 2 points. Students do not have to begin measuring with the zero  Students who demonstrate complete mastery accurately measure the lengths of all of the strips and correctly use one x for each measurement on the line plot. Students should also be able to write two facts about their line plot.  Students who demonstrate substantial accomplishment accurately measure the lengths of all of the strips and correctly use one x for each measurement on the line plot. But they might have difficulty/need assistance stating two facts about their line plot.  Students who demonstrate partial accomplishment may measure the strips accurately, but may not be able to complete the line plot correctly. Or students might have difficulty measuring the strips accurately, which would result in incorrect results on the line plot. |
| |  |  |  |  | | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | **Got It:** Student essentially understands the target concept. | | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics. |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |