




End-of-Unit Assessment

Math Focus Points

- ◆ Understanding that different-sized units yield different counts (the smaller the unit, the higher the count)
- ◆ Using inches and centimeters to describe lengths
- ◆ Measuring lengths that are longer than 12 inches
- ◆ Achieving fluency with subtraction facts

Today's Plan	Materials
<p>1 ASSESSMENT ACTIVITY End-of-Unit Assessment</p> <p>   60 MIN INDIVIDUALS</p>	<ul style="list-style-type: none"> • C124–C126, End-of-Unit Assessment Make copies. (1 per student) • C127, Assessment Checklist: Subtraction Facts • Rulers (1 per student); strips of adding machine tape cut into 17-inch lengths (1 per student)
<p>2 SESSION FOLLOW-UP Daily Practice</p>	<ul style="list-style-type: none"> • <i>Student Activity Book</i>, pp. 49A–49B or C128–C129, At What Time? Make copies. (as needed) • <i>Student Math Handbook</i>, pp. 150–156

Classroom Routines

Today's Number: 72 Students individually complete *Today's Number: 72* (M18) which reflects much of their work with *Today's Number* over the course of the year. This is the ninth in a series of work samples for *Today's Number* that has been collected throughout the year.

1

ASSESSMENT ACTIVITY

End-of-Unit Assessment



60 MIN



INDIVIDUALS

Let students know that today they will be solving some problems about measuring length. Explain that they will work individually so that they can get a sense of how their strategies and ideas have developed since the beginning of this unit. The purpose of the assessment is to see how students work with the math ideas of this unit, so provide whatever support is needed to be sure that the students understand the directions.

The first assessment problem—Inches and Centimeters (C124)—has two main tasks. It addresses Benchmark 4: Measure objects using inches and centimeters and Benchmark 5: Use a ruler to measure lengths longer than a foot. The first task is to measure a line in inches and in centimeters, identify which measurement has the larger number, and explain why. The second task is to measure a strip of adding machine tape that is 17 inches long (longer than the ruler). Students are to explain how they calculated their answer. ①

As students are working on the Subtraction Fact Assessment (C125–C126), have individuals or small groups of 5–6 students cycle through a station with you to complete the assessment. You can observe how fluently they are able to complete these assessment sheets and record information on C127, Assessment Checklist.

Do as much observation and note-taking as you can as students are engaged in the assessment. Their written work will provide some information, but you will gain more information through observing how they work. ②

Math Note

- ① **Actual Lengths** The line for the first task is about 13 centimeters and approximately 5 inches long.

Professional Development

- ② **Teacher Note:** End-of-Unit Assessment, Unit 9 pp. 160–162.

Name _____ Date _____

Measuring Length and Time

End-of-Unit Assessment (page 1 of 3)
Inches and Centimeters

1. Use a ruler to measure this line twice. First measure in inches, and then in centimeters.

The line measures _____ inches.
The line measures _____ centimeters.

Which unit gives you a greater number? _____
Explain why you think that is.

2. Use your ruler to measure the adding machine tape in inches.
The adding machine tape is _____ inches long.
Explain how you figured out the length of the tape.

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▲ Resource Masters, C124

Name _____ Date _____

Measuring Length and Time

End-of-Unit Assessment (page 2 of 3)
Subtraction Facts

$12 - 3 = \underline{\quad}$	$16 - 9 = \underline{\quad}$	$12 - 9 = \underline{\quad}$
$11 - 8 = \underline{\quad}$	$9 - 3 = \underline{\quad}$	$15 - 6 = \underline{\quad}$
$8 - 3 = \underline{\quad}$	$13 - 8 = \underline{\quad}$	$14 - 5 = \underline{\quad}$
$11 - 4 = \underline{\quad}$	$16 - 7 = \underline{\quad}$	$12 - 5 = \underline{\quad}$

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▲ Resource Masters, C125–C126

Name _____ Date _____

Measuring Length and Time Daily Practice

At What Time? (page 1 of 2)

NOTE: Students complete a timeline from a context of class.



- Michelle has lunch at 11:00 A.M. Lunch lasts for 1 hour. Then it is time for science. What time does science start? _____
- School begins 3 hours before Michelle's lunch period. What time does school begin? _____
- After lunch, Michelle has science for half an hour, then P.E. for 1 hour, and then another half an hour of science. What time is it when science has ended for the day? _____
- The school day is 7 hours long. What time does school end? _____
- Right after school, Michelle has soccer practice for $1\frac{1}{2}$ hours. Then she does her homework. What time does Michelle start her homework? _____

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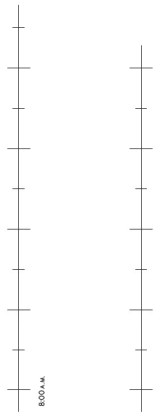
▲ Student Activity Book, Unit 9, p. 49A; Resource Masters, C128

Name _____ Date _____

Measuring Length and Time Daily Practice

At What Time? (page 2 of 2)

6. Show Michelle's day on the timeline.



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▲ Student Activity Book, Unit 9, p. 49B; Resource Masters, C129

ONGOING ASSESSMENT: Observing Students at Work



Students solve problems about measuring lengths.

- Are students able to measure accurately with the ruler?
- Do students recognize that there are more centimeters in the measure because a centimeter is a smaller unit of measure than an inch?
- Are students able to accurately measure a length longer than a 12-inch ruler?

Students solve 26 subtraction facts.

- Do students accurately and efficiently solve all of the problems in a reasonable amount of time?

If you have some time at the end of the session after students have finished, discuss problems 1 and 2 with the class.

2

SESSION FOLLOW-UP

Daily Practice



Daily Practice: For enrichment, have students complete *Student Activity Book* pages 49A–49B or C128–C129.



Student Math Handbook: Students and families may use *Student Math Handbook* pages 150–156 for reference and review. See pages 172–178 in the back of Unit 9.



End-of-Unit Assessment (page 1 of 3)

Inches and Centimeters

1. Use a ruler to measure this line twice. First measure in inches, and then in centimeters.



The line measures _____ inches.

The line measures _____ centimeters.

Which unit gives you a greater number? _____

Explain why you think that is.

2. Use your ruler to measure the adding machine tape in **inches**.

The adding machine tape is _____ inches long.

Explain how you figured out the length of the tape.

Name _____

Date _____



End-of-Unit Assessment (page 2 of 3)

Subtraction Facts

$12 - 3 = \underline{\quad}$	$16 - 9 = \underline{\quad}$	$12 - 9 = \underline{\quad}$
$11 - 8 = \underline{\quad}$	$9 - 3 = \underline{\quad}$	$15 - 6 = \underline{\quad}$
$8 - 3 = \underline{\quad}$	$13 - 8 = \underline{\quad}$	$14 - 5 = \underline{\quad}$
$11 - 4 = \underline{\quad}$	$16 - 7 = \underline{\quad}$	$12 - 5 = \underline{\quad}$

Name _____

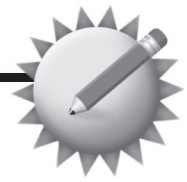
Date _____



End-of-Unit Assessment (page 3 of 3)

Subtraction Facts

$12 - 8 = \underline{\quad}$	$8 - 5 = \underline{\quad}$	$9 - 6 = \underline{\quad}$
$15 - 9 = \underline{\quad}$	$14 - 8 = \underline{\quad}$	$13 - 4 = \underline{\quad}$
$13 - 5 = \underline{\quad}$	$14 - 9 = \underline{\quad}$	$11 - 7 = \underline{\quad}$
$14 - 6 = \underline{\quad}$	$12 - 7 = \underline{\quad}$	$13 - 9 = \underline{\quad}$
$12 - 4 = \underline{\quad}$	$11 - 3 = \underline{\quad}$	



At What Time? (page 1 of 2)

NOTE Students complete a timeline from a series of clues.

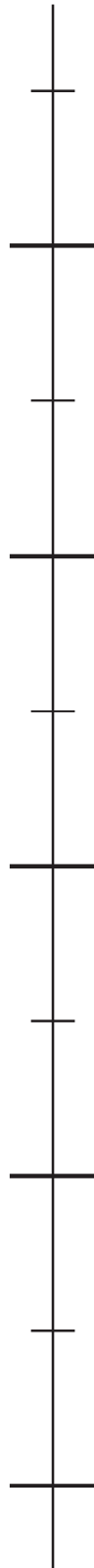


1. Michelle has lunch at 11:00 A.M.
Lunch lasts for 1 hour. Then it is time for science. What time does science start? _____
2. School begins 3 hours before Michelle's lunch period. What time does school begin? _____
3. After lunch, Michelle has science for half an hour, then P.E. for 1 hour, and then another half an hour of science. What time is it when science has ended for the day? _____
4. The school day is 7 hours long.
What time does school end? _____
5. Right after school, Michelle has soccer practice for $1\frac{1}{2}$ hours. Then she does her homework.
What time does Michelle start her homework? _____



At What Time? (page 2 of 2)

6. Show Michelle's day on the timeline.



8:00 A.M.



1:00 P.M.