Task

Planning Notes

- Discuss student expectations using the rubric.
- Read #1 aloud and discuss how to interpret and read the chart.
- Review and give an example of multiplying by $\frac{1}{3}$.
- Review measuring skills and rounding to the nearest whole centimetre. Remind students to start measuring from 0 on their measuring tape.
- Some students may benefit from using **Master 9 0.5 Centimetre Grid Paper** to complete their classroom drawing.
- Read #2 aloud and discuss the viewing angle. Explain what *r* represents and how a circle is created from each viewing angle. Remind students to use the chart from #1 for the viewing distance.
- Review the number of degrees in a circle and the formula for the area of a circle.

Common Errors

- Students' classroom drawings may be inaccurate.

R$_x$ Allow students to work in pairs to make a drawing of the classroom. Alternatively, give students a drawing of the classroom that includes the desks, and have them add the TV and mark the desk at which they will sit.

The chart below shows the Rubric for the Task and provides notes that specify how to identify the level of specific answers for this project.

Score/Level	Holistic Descriptor	Specific Question Notes
5 **(Standard of Excellence)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **significant** comparisons/connections that demonstrate a **comprehensive** understanding of how to develop a complete solution ❑ Uses **efficient** and **effective** procedures that may contain a **minor mathematical error** that does not affect understanding ❑ Uses **significant** mathematical language to explain understanding and provides **in-depth** support for the conclusion	• provides a complete and correct solution
4 **(Above Acceptable)**	❑ Applies/develops **thorough** strategies and mathematical processes for making **reasonable** comparisons/connections that demonstrate a **clear** understanding ❑ Uses **reasonable** procedures that may contain a **minor mathematical error** that may hinder the understanding in one part of a complete solution ❑ Uses **appropriate** mathematical language to explain understanding and provides **clear** support for the conclusion	• provides a complete response to all parts of the exercise with weak or absent communication in one part *or* • provides a complete response to all parts of the exercise with missing or incorrect justification in one part
3 **(Meets Acceptable)**	❑ Applies/develops **relevant** strategies and mathematical processes for making **some** comparisons/connections that demonstrate a **basic** understanding ❑ Uses **basic** procedures that may contain a **major mathematical error** or **omission** ❑ Uses **common** language to explain understanding and provides **minimal** support for the conclusion	• provides a correct and complete response to #1 and a correct start to #2 *or* • provides a correct and complete response to #2 with a correct start to #1 *or* • provides partial correct solutions to all parts of the exercise
2 **(Below Acceptable)**	❑ Applies/develops **some relevant** mathematical processes for making minimal comparisons/ connections that lead to a **partial solution** ❑ Uses basic procedures that may contain several major mathematical errors ❑ Communication is **weak**	• provides a correct response to all of #1 but communication is weak or absent *or* • provides a correct response to any three parts of #2
1 **(Beginning)**	❑ Applies/develops an **initial start** that may be **partially correct** or could have led to a correct solution ❑ Communication is **weak** or **absent**	• provides a correct start to either #1a) or #1b) *or* • provides a correct start to #2