

**CHOOSING
YOUR PATH
RUBRIC**

Name: _____

Date: _____

Grade: 3

Curriculum connection: Location and Movement, E1.4

Learning goals:

- I can get from one place to another, following a short or long path.
- I can measure how long a path is (distance).
- I can give directions with right and left turns.

I can...	Student's Self Assessment		Teacher's Comments
	YES	NO	
Understand the concept of long and short distances.			
Follow a procedure to find the length (distance) of a path.			
Come up with strategies to find the shortest and longest paths.			
Explain my reasoning why I would want to find a shorter path.			
Try my best, ask questions, and help my friends. I have a good attitude towards math.			

Self Assessment	Level 1: I have lots of room for improvement. I could use some more help, please.	Level 2: I am getting there. I only need a little more help.	Level 3: I know what I am doing.	Level 4: I understand easily and am ready for more challenges!
Teacher Assessment				



Name: _____

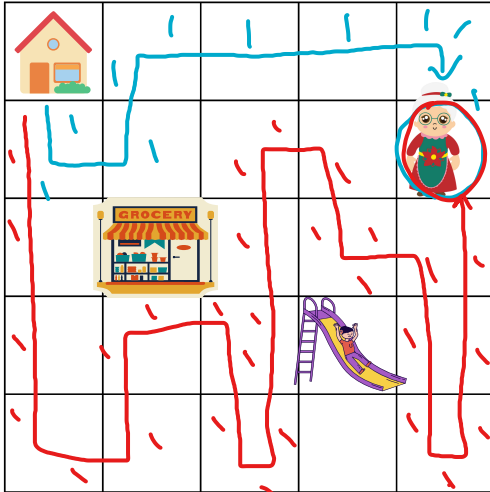
Date: _____

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Category	1	2	3	4
Understand the concept of long and short distances.	Student understands 1 of 4 concepts (short, long, shortest, longest)	Student understands 2 of 4 concepts (short, long, shortest, longest)	Student understands 3 of 4 concepts (short, long, shortest, longest)	Student understands 4 of 4 concepts (short, long, shortest, longest)
Follow a procedure to find the length (distance) of a path.	Student does not follow any clear procedure to find the distances. Minimal to no work shown.	Student is able to follow a procedure to find the distances, with some effectiveness. Work shown is unclear and the answer is incorrect.	Student is able to follow and apply at least one procedure effectively to find the correct distance. Work shown is clear, accurate and appropriate.	Student is able to follow and flexibly apply multiple procedures to find the correct distances with a high degree of effectiveness. Work shown is clear, accurate, and appropriate.
Come up with strategies to find the shortest and longest paths.	Student does not use an appropriate strategy to find the shortest or longest path. No work is shown.	Student is able to use an appropriate strategy to find the shortest or longest path. Some strategy is used, but it is unclear.	Student is able to use an appropriate strategy to find the shortest and longest path. The strategy used clearly shows the student's thinking.	Student is able to use multiple appropriate strategies to find the shortest and longest path. Strategies used demonstrates thinking and understanding.
Explain the reason as to why one would want to find a shorter path.	Student explains their reasoning with limited effectiveness. Minimal to no reflection, connection, and justification are given in the answer.	Student explains their reasoning with some effectiveness. Some reflection, connection, and justification are evident in the answer.	Student is able to explain their reasoning with considerable effectiveness. Considerable reflection, connection, and justification is evident in the answer.	Student is able to explain their reasoning with a high degree of effectiveness. Clear concept reflections, connections, and justifications are articulated in the answer.
Try their best, ask questions, and help others. Student has a good attitude towards math.	Student rarely demonstrates a good attitude towards math, gives minimal effort, and rarely asks questions, or helps others. Student does not seem to view math as sensible, useful, or worthwhile, and is lacking confidence in their own math abilities.	Student sometimes demonstrates a good attitude towards math by trying their best, asking questions, and helping others. Student sometimes views math as sensible, useful, worthwhile, and is fairly confident in their math abilities.	Student often demonstrates a good attitude towards math by trying their best, asking questions, and helping others. Student often views math as sensible, useful, worthwhile, and is confident in their math abilities.	Student always demonstrates a good attitude towards math by trying their best, asking many questions, and helping others. Student views math as sensible, useful, worthwhile, and has high math self-efficacy.

Choosing Your Path

Start at the house. Circle one place you want to visit. Draw paths connecting the house to that place. Use different colours for each path. When drawing your paths, you cannot skip boxes, move on a diagonal, or go through objects.



1. Colour **2 different ways** to get to the place you want to visit. Without counting the boxes, which path **looks** longer and why?

Path 1 colour: **Blue**

Path 2 colour: **Red**

Longer looking path: **Red**

Because... *the red line is bigger, so it's longer than the blue.*

2. Now **count** and write down the number of boxes each path took. That is the *distance*. Show your work (strategies).

Path 1 distance: **|| | || |||| | = 10**

Path 2 distance: **||||| ||||| || | || = 28**
|| ||| |||

Boo Math 😞

3. a) What is the longest path you could take to get there? Colour this path in a new colour.

Longest path colour: **Green**

Longest path distance: **||| +++ ||||| +++ |||| = 22**

b) What is the shortest path you could take to get there? Colour this path in a new colour.

Shortest path colour: **Orange**

Shortest path distance: **|||| |||| = 8**

c) Why would you want to take a shorter path somewhere?

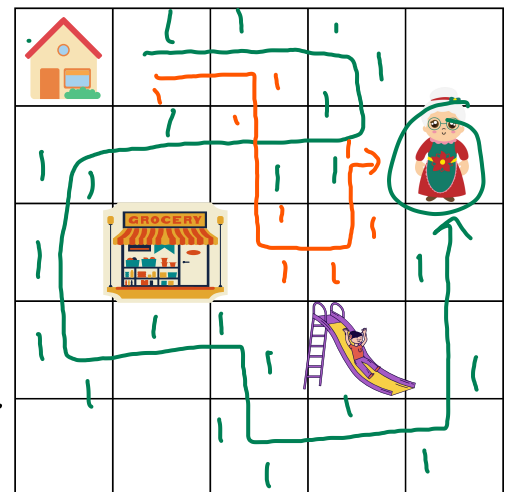
I would want to take a shorter path somewhere when...

I'm sleepy and bored of walking, so I want the walking to be over.

4. What part of this activity was **easy** for you? What part of this activity was **hard** for you?

Easy: *Drawing different paths to granny's.*

Hard: *It's hard to know which squares to count.*



**CHOOSING
YOUR PATH
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Name: *Mathy Mertyle*

Date: *Oct 26, 2023*

Grade: 3

Curriculum connection: Location and Movement, E1.4

Learning goals:

- I can get from one place to another, following a short or long path.
- I can measure how long a path is (distance).
- I can give directions with right and left turns.

I can...	Student's Self Assessment		Teacher's Comments
	YES	NO	
Understand the concept of long and short distances.	X		-Understood and drew short and long paths. -Check the meaning of longest and shortest. Compare that with the paths you drew, are they longest and shortest possible paths?
Follow a procedure to find the length (distance) of a path.	X		-Good ideas in drawing the paths, found the length by counting! -Be careful not to count the same squares 2 or 3 times; try following with your finger.
Come up with strategies to find the shortest and longest paths.	X		-Good strategy! You used tally marks to count and find distance. Remember that tally marks need to be in even groups of 5. -Are there other or easier strategies you can use? Try numbering the squares.
Explain my reasoning why I would want to find a shorter path.	X		-Creative answer! Has a personal reason as to why you would take a shorter path. -How does the shorter path make the walking end sooner?
Try my best, ask questions, and help my friends. I have a good attitude towards math.		X MATH SUCKS!	-Thank you for sharing. It is ok to find it hard to know which squares to count. Did you ask someone for help or try a different strategy? -How would you make math more fun and exciting?

Self Assessment	Level 1: I have lots of room for improvement. I could use some more help, please.	Level 2: I am getting there. I only need a little more help.	Level 3: I know what I am doing.	Level 4: I understand easily and am ready for more challenges!
Teacher Assessment		✓		



Name: *Mathy Mertyle*

Date: *Oct 26, 2023*

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