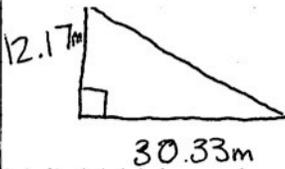


Good Fences Make Good Neighbours.

**Sample 1**

1) Length of the fence

$$c^2 = a^2 + b^2$$



$$30. 919^2 + 142 = 1061m$$

$$\sqrt{1061} = 32.57m^2$$

**Criterion 1**

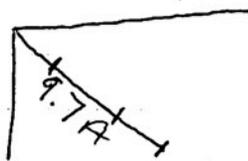
2)  $\frac{m}{A} \quad \frac{0.30}{1} \quad \frac{32.57}{?} \quad = 9.7 \text{ Ft}$

**Criterion 2**

2)



3)



4 fence posts =  $25 \times A = \$100$   
 3 fence panels =  $150 \times 3 = \$450$

4) 3 extra fence posts = ONLY \$25 instead of \$100.  
 Total \$ of supplies  $\hookrightarrow$  saves \$75 in costs

$$\hookrightarrow 25 + 450 = \$475$$

**Criterion 3**

Ms. Burkin should pay \$100 to Mr. Akers, so he can put it towards supplies.

**Criterion 4**

5) Split the costs & evenly. Each person ends up paying ~~\$237.50~~ \$237.50. Mr. Akers can use his labour pay to offset the costs of the supplies.

**Criterion 5**

**Mathematics 10-3**  
**Performance Assessment: Rubric**

**Good Fences Make Good Neighbours**

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

Criteria	Description of Criteria	Yes	Not Yet	Teacher Comment
<b>Apply Pythagorean theorem</b> (Geometry 2)  [C, CN, PS, V]	The student has proficiently applied the theorem to solve the problem.	✓		The student's notation is not perfect, but the formula is used correctly.
<b>Convert between SI units and imperial units</b> (Measurement 1, 2, 3)  [C, CN, ME, PS, V]	The student has accurately applied conversion factors to solve the problem and present the solution.		✓	The student's calculation in changing meters to feet is way off. This error will carry through to the rest of the task, but won't affect the level assessed if it is used correctly in subsequent steps.

Level \ Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Insufficient/ Blank *
<b>Calculate cost of fence materials</b> (Number 1)  [CN, ME, PS, R]	Provides a <b>perceptive</b> examination of pertinent factors in determining the total cost of fence.  <i>The student has used the extra fence posts appropriately to calculate the cost of the materials.</i>	Provides an <b>applicable</b> examination of pertinent factors in determining the total cost of fence.	Provides a <b>basic</b> examination of pertinent factors in determining the total cost of fence.	<b>Unable</b> to determine the total cost of fence.	
<b>Justify cost of labour</b> (Number 2)  [C, CN, R, T]	Provides a <b>comprehensive</b> justification for the total cost of labour for building the fence.	Provides a <b>substantial</b> justification for the total cost of labour for building the fence.	Provides a <b>simplistic</b> justification for the total cost of labour for building the fence.	Provides a <b>weak</b> justification for the total cost of labour for building the fence.	<i>No justification of labour costs is provided.</i>

**Mathematics 10-3**  
**Performance Assessment: Rubric**

**Good Fences Make Good Neighbours**

<p><b>Calculate cost of fence per neighbour</b> (Measurement 1,2,3 Number 1)</p> <p>[C, CN, ME, PS, R, V]</p>	<p>Proposes an <b>insightful</b> proposal for each neighbour's proportionate cost to build the fence.</p>	<p>Proposes a <b>thoughtful</b> proposal for each neighbour's proportionate cost to build the fence.</p>	<p>Proposes a <b>reasonable</b> proposal for each neighbour's proportionate cost to build the fence.</p> <p>The cost is split evenly, without consideration for labour.</p>	<p>Proposes a <b>questionable</b> proposal for each neighbour's proportionate cost to build the fence.</p>	
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\* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.