Sample 2

Criterion 2

$\frac{1\ FT}{0.30\ m} = \frac{110.21\ Ft}{X\ m} = \frac{33.06\ m}{0.30} = 110.21\ Ft$

$a^2+b^2=c^2$
$33.06^2 + 12.17^2$
$1092.96 + 148.10$
$= 1241.06$
$= \sqrt{1241.06}$
$= \frac{35.22}{0.30}\ m = 117.40\ Ft$

$a^2+b^2=c^2$
$110.21^2 + 33.06^2$
$12146.24 + 1092.96$
$= 13239.2$
$= \sqrt{13239.2}$
$= 115.06\ Ft$

Criterion 1

$29 \times 2 = 58$ poles
$\times 2$
$= \$116$ all posts

$\frac{116.6\ Ft}{4} = \frac{29}{X}$ panels
$\$150$
$= \$4350$ all panels

Criterion 3

$4350 + 116 = \$4466 + 400 = 4866 \div 2 = 2433$

Criterion 4

$ 10 per hour, 5 buisness days, 8 hours - $80 \times 5 = $400

Mr. Akers	Ms. Burkin	Worker
$2433	$2433	$400 gets paid

Criterion 5

I think they should both pay $2433, because they both need a fence. It's also a reasonable cost.

Mathematics 10-3
Performance Assessment: Rubric

Good Fences Make Good Neighbours

Student _____ **Date** _____

Criteria	Description of Criteria	Yes	Not Yet	Teacher Comment
Apply Pythagorean theorem (Geometry 2) [C, CN, PS, V]	The student has proficiently applied the theorem to solve the problem.	✔		Note that the student used pythagorean theorem correctly twice, but the numbers used the second time are a blend of meters and feet, which might indicate a misunderstanding about conversions and consistency of units.
Convert between SI units and imperial units (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 conversion of 110.21 feet to meters is incorrect.

Level / Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited *	Infufficient/ Blank *
Calculate cost of fence materials (Number 1) [CN, ME, PS, R]	Provides a **perceptive** examination of pertinent factors in determining the total cost of fence.	Provides an **applicable** examination of pertinent factors in determining the total cost of fence. The student has made an error in determining the number of posts required by assuming each panel requires 2 posts.	Provides a **basic** examination of pertinent factors in determining the total cost of fence.	**Unable** to determine the total cost of fence.	
Justify cost of labour (Number 2) [C, CN, R, T]	Provides a **comprehensive** justification for the total cost of labour for building the fence. The student has considered how long the fence would take to build, a reasonable hourly rate, and determined the labour cost.	Provides a **substantial** justification for the total cost of labour for building the fence.	Provides a **simplistic** justification for the total cost of labour for building the fence.	Provides a **weak** justification for the total cost of labour for building the fence.	

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Performance Assessment: Rubric

Good Fences Make Good Neighbours

Calculate cost of fence per neighbour (Measurement 1,2,3 Number 1) [C, CN, ME, PS, R, V]	Proposes an **insightful** proposal for each neighbour's proportionate cost to build the fence.	Proposes a **thoughtful** proposal for each neighbour's proportionate cost to build the fence.	Proposes a **reasonable** proposal for each neighbour's proportionate cost to build the fence. The cost is split evenly, without consideration for labour. Despite the thoughtful calculation of the labour cost, this student didn't show how to incorporate that into the share of cost.	Proposes a **questionable** proposal for each neighbour's proportionate cost to build the fence.	

* When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.