

$$\frac{17}{0.30} = \frac{110.21}{x} = 33.06 \text{ m}$$

Criterion 2

$$\frac{17}{x} = \frac{32.5}{32.5}$$

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

$$33.06^2 + 12.17^2 = 1092.96 + 148.10 = 1241.06 = \sqrt{1241.06} = 46.35$$

Criterion 1

$$\frac{116.6 \text{ ft}}{4 \text{ ft}} = 30 \times 150$$

Criterion 3

$$30 \times 2 = 60$$

\$4500 panels

$$60 \times 25 = 1500 \text{ posts}$$

6000 = material

\$10/per hour for labour

5 days to build it, 8 hours a day.

\$400 labour

Criterion 4

$$\frac{6000}{2}$$

\$3000 per neighbor

$$\frac{400}{2}$$

\$200 per neighbor

\$3200 per neighbor



Each neighbor should pay \$3200 for the fence and labour costs.

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 has the correct value at the second last step of the Pythagorean theorem. The square root, however, is not correct.
<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 has incorrectly converted 110.21 feet to meters.

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.	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.  <i>We can't tell where the 116.6 feet comes from. Using that number, the student has correctly determined the number of panels required, but has incorrectly assumed that each panel requires 2 posts.</i>	<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.  <i>The student has considered how long the fence would take to build, a reasonable hourly rate, and determined the labour cost.</i>	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.	

**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. Despite the thoughtful calculation of the labour cost, this student didn't show how to incorporate that value into the shared costs.</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.