Sample 4

Rythagorean Theorem.

① $c^2 = a^2 + b^2$

$30.48 - 18.31 = 12.17$

② convert to Feet

$30.33^2 + 12.17^2$
$= 919 + 148$
$= \sqrt{1067}$
$= 32.68$

Criterion 1

$\frac{1}{0.30} = \frac{x}{32.68}$

$x = 108.6$ ft

Criterion 2

Meters to Feet $1 ft = 0.30 m$

③ $28 \times 150 = 4200$
$+1525$
$\$5725$

Criterion 3

Fence panel $150
Fence Posts $25

The cost for the fence panel/posts would equal to $5,725.

For the cost of labour he did ; think they both should split the money equally which would give them both fairly $2,862.50

Criterion 5

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.	✔		The student has correctly used the Pythagorean theorem to determine the length of the fence in m.
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 has correctly converted 32.68 m to feet.

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.	Provides a **basic** examination of pertinent factors in determining the total cost of fence. The student has made the relevant calculations, but has not explained what was done. The student has used double the number of fence posts that are required.	**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.	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.	The student has not considered the labour cost at all.

Mathematics 10-3
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 costs.	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.