

My Time-Estimation Experiment

Choose real or fictional examples. Skip private details; never include passwords, medical information or contact details.

Learning goal: Compare predicted and actual task time to improve a future estimate.

Time estimates are experiments, not promises. A task can take longer because you needed materials, learned something new or were interrupted. Test a few tiny tasks and use the evidence to plan, without turning speed into a measure of worth.

Your steps

1. Pick three short, safe tasks you can try within this session.
2. Predict minutes before each task.
3. Measure actual time with a clock or adult cue.
4. Compare results and adjust one future estimate.

1. Predict, then measure

Pick tasks of about 1–3 minutes each. Include getting ready in the actual time.

Example: collect materials · predict 2 · actual 3 · 1 minute longer.

Task	Predicted min	Actual min	Difference
1			
2			
3			

2. Explain the evidence

A difference is information. Think about what happened, not whether you were “fast enough.”

One estimate that was close	One estimate that changed
Why it took a different time	A setup or interruption I can plan for

My Time-Estimation Experiment · Practice & next steps

Continue your ideas from page 1. Write, draw, use symbols or ask someone to scribe. Share only what you choose.

3. Plan the next experiment

Use your evidence to set a realistic estimate and buffer.

Next task	New estimate	Buffer	What I will check
My next practice task			
A similar future task			

My next step

Next time I estimate, I will remember to include...

Optional stretch · Grades 6–8

Separate setup time from working time. Compare repeated trials and explain why a single measurement may mislead.

Optional teacher / parent follow-up: Use flexible timing and accessible clocks. Do not rank students by speed or make a timed test out of the sheet.