|  |  |  |
| --- | --- | --- |
| **Measuring Behaviours/Strategies** | | |
| 1. Student estimates length using non-standard units or a benchmark for 1 centimetre, but   estimates are unreasonable. | 1. Student does not select an appropriate non-standard unit  to measure.   “I will use the pan balance to  measure length.” | 1. Student measures length, but focuses on using one  measuring tool.   “I like to measure length  with paper clips” |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student measures objects by   length using non-standard units, or a benchmark for 1 centimetre, but leaves gaps or overlaps.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a07_t01_blm.jp | 1. Student successfully measures   objects by length using non-standard units or a benchmark for 1 centimetre, but does not include a unit with the measure.  “Its length is 6.” | 1. Student successfully measures   objects by length using non-standard units or a benchmark for 1 centimetre. |
| **Observations/Documentation** | | |
|  |  |  |