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| **Estimating, Measuring, and Comparing Length Behaviours/Strategies** | | | |
| 1. Student estimates objects by   length with non-standard units,  but estimates are very large or very small.  “About 100 cubes!” | 1. Student measures objects by   length by iterating a single non-standard unit, but there are many  gaps or overlaps. | 1. Student measures objects by   length by iterating a single non-standard unit, but has difficulty  tracking the length of the cube  while measuring. | 1. Student measures objects by   length by iterating a single non-standard unit, but has difficulty  keeping track of the count.  “I forget how many times I moved  the cube.” |
| **Observations/Documentation** | | | |
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| 1. Student measures objects by   length by iterating a single non-standard unit, but forgets to  include the unit when stating the  measure.  “It is 5 long.” | 1. Student measures objects by   length by iterating a single non-standard unit, but gives the length as a whole number and ignores the leftover amount.  “It is 5 cubes long.” | 1. Student successfully estimates   and measures objects by length  by iterating a single non-standard  unit, but struggles to compare  lengths.  “I’m not sure which is longer.” | 1. Student successfully estimates,   measures, and compares objects  by length by iterating a single non-standard unit.  “My hand is longer. It is a little  more than 6 cubes long.” |
| **Observations/Documentation** | | | |
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