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| **Estimating and Measuring Length Behaviours/Strategies** |
| 1. Student estimates objects by length with nonstandard units, but estimates are extreme/

unreasonable.“About 100 cubes!” | 1. Student measures objects by length using

multiple copies of a non-standard unit, butunits are not placed end-to-end.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a01_t01_blm.jp | 1. Student measures objects by length using

multiple copies of a non-standard unit, but doesnot align the base of the first unit with the endof the object being measured.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a01_t02_blm.jp |
| **Observations/Documentation** |
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| 1. Student measures objects by length using

multiple copies of a non-standard unit,measures with cubes, and assumes the samecount for paper clips. | 1. Student measures objects by length using

multiple copies of a non-standard unit, butthinks turning an object will affect its length. | 1. Student successfully estimates and measures objects by length using multiple copies of a non-standard unit and realizes that turning an object does not affect its length.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a01_t03_blm.jp |
| **Observations/Documentation** |
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