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| **Using Benchmarks to Estimate and Measure Length Behaviours/Strategies** |
| 1. Student finds object in classroom, but struggles to use benchmarks to estimate length in standard units (estimate is extreme or unreasonable).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a08_t01_blm.jp | 1. Student estimates length in standard units,

but does not use appropriate benchmark toestimate and measure.“I am using my finger to measure thelength of the floor.” | 1. Student selects and uses appropriate

benchmarks to estimate and measure lengthin standard units, but leaves gaps or overlapsor has difficulty tracking the finger/step whilemeasuring. |
| **Observations/Documentation** |
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| 1. Student uses the measurement of familiar

objects as benchmarks to estimate and measure length in standard units, but loses track of the count when measuring.“I forget how many fingers I used.” | 1. Student uses the measurement of familiar

objects as benchmarks to estimate and measure length in standard units, but forgets to include the unit when stating the measure.“It is 7 long.” | 1. Student successfully uses the measurement of

familiar objects as benchmarks to estimate andmeasure length in standard units and includesunits with measures.“The length of the classroom floor is about8 big steps, or about 8 metres.” |
| **Observations/Documentation** |
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