|  |  |  |
| --- | --- | --- |
| **Measuring and Describing Time Behaviours/Strategies** | | |
| 1. Student uses non-standard units to measure passage of time, but doesn’t see them as benchmarks for lengths of time (e.g., 1 minute, 1 hour).   **“I used a sand timer and in one flip, I did 30 jumping jacks.”** | 1. Student uses benchmarks to estimate and measure time, but has difficulty measuring time with standard units.   **“Two episodes of my favourite TV show take 1 hour.”** | 1. Student uses standard units to measure passage of time, but has difficulty selecting the appropriate unit to measure different events. |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student selects and uses appropriate standard unit to measure time, but has difficulty measuring time.   **“I would measure a school day in hours and the time it takes to walk to the library in minutes. But I don't know how to start.”** | 1. Student selects and uses appropriate standard units to measure time, but thinks that times with larger numbers are longer than those with smaller numbers.   **“58 seconds. That’s longer than 1 minute.”** | 1. Student selects and uses appropriate standard units to measure time and understands relationships among time units. |
| **Observations/Documentation** | | |
|  |  |  |