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| **Measuring Length in Metres Behaviours/Strategies** | | |
| 1. Student struggles to estimate length using a   standard unit (centimetre) and the estimate is  extreme or unreasonable.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t01_blm.jp | 1. Student measures length using a standard unit (centimetre), but lines up 1 on the ruler with the end of the object being measured.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t02_blm.jp | 1. Student measures length using a standard unit   (centimetre), but counts tick marks instead of  the units between the marks. |
| **Observations/Documentation** | | |
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| 1. Student measures length using a standard unit (centimetre), but struggles to deal with part of a centimetre (ignores leftover).   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t03_blm.jp | 1. Student measures length using a standard unit (centimetre), but forgets to include the unit when stating the measure.   “It is 7 long.” | 1. Student successfully estimates and measures   length using a standard unit (centimetre) and  includes units with measures.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t04_blm.jp |
| **Observations/Documentation** | | |
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