
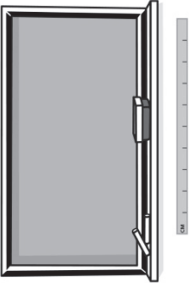


Measuring Length in Metres Behaviours/Strategies		
1. Student struggles to estimate length using a standard unit (metre), and the estimate is extreme or unreasonable. <div>  <p>“About 100 metres long!”</p> </div>	2. Student measures length using a standard unit (metre), but does not line up the end of the metre stick with the end of the object being measured. <div>  </div>	3. Student measures length using a standard unit (metre), but struggles to iterate the metre stick (leaves gaps or overlaps, or has difficulty tracking the metre stick while measuring).
Observations/Documentation		
4. Student measures length using a standard unit (metre), but loses track of the count when measuring. <p>“I forget how many metre sticks I used.”</p>	5. Student measures length using a standard unit (metre), but forgets to include the unit when stating the measure or ignores leftover. <p>“It is 7 long.”</p>	6. Student successfully estimates and measures length using a standard unit (metre) and includes units with measures. <p>“The whiteboard is a little less than 3 metres long.”</p>
Observations/Documentation		