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| **Iterating the Unit to Measure Length Behaviours/Strategies** | | |
| 1. Student looks at the tail, but struggles to   estimate its length with non-standard units.  “About 200 paper clips!” | 1. Student measures length by iterating a single non-standard unit, but struggles to iterate the unit (leaves gaps or overlaps). | 1. Student measures length by iterating a single   non-standard unit, but has difficulty keeping  track of the count.  “I am not sure how many paper clips I used.” |
| **Observations/Documentation** | | |
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| 1. Student measures length by iterating a single   non-standard unit, but ignores leftover amount.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a03_t01_blm.jp | 1. Student measures length by iterating a single non-standard unit, but forgets to include the unit when stating the measure.   “It is about 3 long.” | 1. Student successfully measures length by   iterating a single non-standard unit and includes  units with measures.  “It is a little more than 3 paper clips long.” |
| **Observations/Documentation** | | |
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