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| **Measuring Behaviours/Strategies** | | | |
| 1. Student estimates objects by   length, area, capacity, and mass  using non-standard units, but  estimates are unreasonable. | 1. Student chooses an attribute, but   does not select an appropriate non-standard unit to measure.  “I will use the pan balance to  measure area.” | 1. Student measures objects using   non-standard units, but focuses on one attribute.  “I like to measure length.” | 1. Student measures objects by   length and area using non-standard units, but leaves gaps or overlaps.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a07_t01_blm.jp |
| **Observations/Documentation** | | | |
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| 1. Student measures objects by   capacity using non-standard units, but does not fill the container. | 1. Student measures objects by mass with non-standard units, but thinks the heavier object is in the higher pan of the pan balance.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a07_t02_blm.jp | 1. Student successfully measures   objects by length, area, capacity,  and mass using non-standard  units, but does not include a unit  with the measure.  “Its area is 6.” | 1. Student successfully measures   objects by length, area, capacity,  and mass using non-standard  units. |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can use non-standard units to estimate, compare, and measure objects by length/distance around.  **(Activities 1, 3, 7)** |  |  |  |  |  |  |  |  |  |
| Student realizes that turning an object does not affect its length.  **(Activity 1)** |  |  |  |  |  |  |  |  |  |
| Student can measure objects by length by iterating a single non-standard unit.  **(Activities 2, 3, 7)** |  |  |  |  |  |  |  |  |  |
| Student can use a pan balance to measure and compare masses.  **(Activities 4, 7)** |  |  |  |  |  |  |  |  |  |
| Student can use non-standard units to estimate,  measure, and compare objects by area.  **(Activities 5, 7)** |  |  |  |  |  |  |  |  |  |
| Student can use an intermediary object to estimate, measure, compare, and order objects by capacity. **(Activities 6, 7)** |  |  |  |  |  |  |  |  |  |
| Student can choose an appropriate unit to measure a given attribute.  **(Activity 7)** |  |  |  |  |  |  |  |  |  |
| Student measures objects by length and area leaving no gaps or overlaps.  **(Activities 1, 2, 3, 5, 7)** |  |  |  |  |  |  |  |  |  |
| Student includes a unit  with all measures.  **(Activities 1, 2, 3, 4, 5, 6, 7)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Uses non-standard units to estimate, compare, and measure objects by length/distance around.  **(Activities 1, 3, 7)** |  |  |  |
| Realizes that turning an object does not affect its length.  **(Activity 1)** |  |  |  |
| Measures objects by length by iterating a single non-standard unit.  **(Activities 2, 3, 7)** |  |  |  |
| Uses a pan balance to measure and compare masses.  **(Activities 4, 7)** |  |  |  |
| Uses non-standard units to estimate, measure, and compare objects by area.  **(Activities 5, 7)** |  |  |  |
| Uses an intermediary object to estimate, measure, compare, and order  objects by capacity. **(Activities 6, 7)** |  |  |  |
| Chooses an appropriate unit to measure a given attribute.  **(Activity 7)** |  |  |  |
| Measures objects by length and area leaving no gaps or overlaps.  **(Activities 1, 2, 3, 5, 7)** |  |  |  |
| Includes a unit  with all measures.  **(Activities 1, 2, 3, 4, 5, 6, 7)** |  |  |  |

Strengths:

Next Steps: