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| **Choosing an Appropriate Standard Unit Behaviours/Strategies** |
| 1. Student chooses an object, but

struggles to select an appropriatestandard unit to measure length.“I’ll use metres for the glue stick.” | 1. Student selects an appropriate

standard unit to measure length,but chooses the wrong tool.“I chose metres, so I willuse the ruler.” | 1. Student selects an appropriate

standard unit and tool to measure length, but cannot justify choice.“I just know metres is whatI should use.” | 1. Student successfully selects an

appropriate standard unit tomeasure length and justifies choice.“I will use metres because theobject is long.” |
| **Observations/Documentation** |
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| **Measuring Length in Standard Units** **Behaviours/Strategies** |
| 1. Student measures length using

standard units, but does not lineup the object with the baseline ofthe measuring tool.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a11_t01_blm.jp | 2. Student measures length usingstandard units, but struggles toiterate the measuring tool. | 3. Student measures length usingstandard units, but forgets toinclude the unit when stating themeasure or ignores leftover.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a11_t02_blm.jp | 4. Student successfully measureslength using standard units andincludes units with measures. |
| **Observations/Documentation** |
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