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| **Choosing an Appropriate Unit and Estimating Length Behaviours/Strategies** | | | |
| 1. Student chooses an object, but   struggles to select an appropriate  standard unit to measure length.  “I will use centimetres to measure the length of the  teeter-totter.” | 1. Student selects an appropriate   standard unit and tool to measure length, but cannot justify choice.  “I just know metres is what  I should use.” | 1. Student selects an appropriate   standard unit, but the estimate is  extreme or unreasonable. | 1. Student successfully selects an   appropriate standard unit to  measure length, and estimates are reasonable. |
| **Observations/Documentation** | | | |
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| **Measuring Length in Standard Units** **Behaviours/Strategies** | | | |
| 1. Student measures length using  standard units, but does not line  up the object with the baseline of  the measuring tool.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a12_t01_blm.jp | 2. Student measures length using  standard units, but struggles to  iterate the measuring tool. | 3. Student measures length using  standard units, but forgets to  include the unit when stating the  measure or ignores leftover.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a12_t02_blm.jp | 4. Student successfully measures  length using standard units and  includes units with measures.  “The feather is a little more than  5 centimetres long.” |
| **Observations/Documentation** | | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can use benchmarks to estimate and measure length in centimetres and metres.  **(Activities 8, 9, 10, 12)** |  |  |  |  |  |  |  |  |  |
| Student can use the metre to estimate and measure length.  **(Activity 9, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can use the centimetre to estimate and measure length.  **(Activities 10, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student includes a unit  with all measures.  **(Activities 8, 9, 10, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can choose an appropriate benchmark or standard unit/tool to measure length**.**  **(Activities 8, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student lines up the object being measured with the baseline of the measuring tool.  **(Activities 9, 10, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can iterate the measuring tool accurately.  **(Activity 8, 9, 10, 11, 12)** |  |  |  |  |  |  |  |  |  |
| Student can deal with lengths that are not a whole number of metres/centimetres long.  **(Activities 9, 10, 11, 12)** |  |  |  |  |  |  |  |  |  |

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Uses benchmarks to estimate and measure length in centimetres and metres.  **(Activities 8, 9, 10, 12)** |  |  |  |
| Uses the metre to estimate and measure length.  **(Activity 9, 11, 12)** |  |  |  |
| Uses the centimetre to estimate and measure length.  **(Activities 10, 11, 12)** |  |  |  |
| Includes a unit with all measures.  **(Activities 8, 9, 10, 11, 12)** |  |  |  |
| Chooses an appropriate benchmark or standard unit/tool to measure length**.**  **(Activities 8, 11, 12)** |  |  |  |
| Lines up the object being measured with the baseline of the measuring tool.  **(Activities 9, 10, 11, 12)** |  |  |  |
| Iterates the measuring tool accurately.  **(Activity 8, 9, 10, 11, 12)** |  |  |  |
| Deals with lengths that are not a whole number of metres/centimetres long.  **(Activities 9, 10, 11, 12)** |  |  |  |

Strengths:

Next Steps: