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| **Estimating and Recording Behaviours/Strategies** | | | |
| Student makes a very large or a very small estimate. | When asked, “How long is the tail?” student replies with only a number.  “It is 6 long.” | Student gives the length as a whole number and ignores the leftover amount.  “It is 6 paper clips long.” | Student makes a reasonable estimate. |
| **Observations/Documentation** | | | |
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| **Measuring Behaviours/Strategies** | | | |
| Student has difficulty iterating with one paper clip. There are many gaps or overlaps or student places the paper clip randomly. | Student iterates the paper clip but has difficulty keeping track of the count. | Student iterates the paper clip but has difficulty tracking the length of the paper clip while measuring. | Student iterates and counts accurately. |
| **Observations/Documentation** | |  | |
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