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| **Measuring Behaviours/Strategies** | | | |
| Student mixes units to measure an attribute (e.g., uses a combination of paper clips and centicubes). | Student focuses on one attribute of the containers (e.g., length) and doesn’t seem to be aware of other attributes that can be measured and compared. | Student chooses an inappropriate unit to measure. | Student leaves gaps or makes overlaps when measuring length/ width/height and area. |
| **Observations/Documentation** | | | |
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|  |  |  |  |
| Student chooses an appropriate unit to measure capacity but doesn’t fill the container all the way. | Student iterates using only one copy of the unit when measuring length/ width/height and area. | Student measures the containers but has difficulty recording the measures (e.g., shows only a number). | Student accurately measures length, area, and capacity. |
| **Observations/Documentation** | |  | |
|  |  |  |  |

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| Big Idea | | | | | Indicators From Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can measure and  compare lengths of objects, aligning the objects along  a baseline.  **(Activities 7, 9, 10)** |  |  |  |  |  |  |  |  |  |
| Student can use multiple uniform units to  estimate and measure length. **(Activities 8, 9, 11, 13, 15)** |  |  |  |  |  |  |  |  |  |
| Student can iterate a single unit to measure length. **(Activities 12, 15)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to compare measures  **(Activities 7, 9, 13–15)** |  |  |  |  |  |  |  |  |  |
| Student can use the metre as a benchmark for measuring length, and compare the metre with non-standard units.  **(Activities 8, 10)** |  |  |  |  |  |  |  |  |  |
| Student recognizes that units must be the same for measurements to be meaningful.  **(Activities 9, 11–15)** |  |  |  |  |  |  |  |  |  |
| Student understands that the smaller the unit, the fewer will be needed.  **(Activities 8, 11, 13)** |  |  |  |  |  |  |  |  |  |
| Student can estimate and measure area using non-standard units.  **(Activities 13, 15)** |  |  |  |  |  |  |  |  |  |
| Student can estimate and measure capacity  using non-standard units.  **(Activities 14, 15)** |  |  |  |  |  |  |  |  |  |

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

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Measures and  compares lengths of objects, aligning the objects along a baseline.  **(Activities 7, 9, 10)** |  |  |  |
| Uses multiple uniform units to estimate and measure length. **(Activities 8, 9, 11, 13, 15)** |  |  |  |
| Iterates a single unit to measure length. **(Activities 12, 15)** |  |  |  |
| Uses math language to compare measures  **(Activities 7, 9, 13–15)** |  |  |  |
| Uses the metre as a benchmark for measuring length, and compares the metre with non-standard units. **(Activities 8, 10)** |  |  |  |
| Recognizes that units must be the same for measurements to be meaningful.  **(Activities 9, 11–15)** |  |  |  |
| Understands that the smaller the unit, the fewer will be needed.  **(Activities 8, 11, 13)** |  |  |  |
| Estimates and measures area using non-standard units.  **(Activities 13, 15)** |  |  |  |
| Estimates and measures capacity using non-standard units. **(Activities 14, 15)** |  |  |  |

Strengths:

Next Steps: