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| **Measuring Behaviours/Strategies** |
| 1. Student estimates length using non-standard units or a benchmark for 1 centimetre, but

estimates are unreasonable. | 1. Student does not select an appropriate non-standard unit to measure.

“I will use the pan balance tomeasure length.” | 1. Student measures length, but focuses on using one measuring tool.

“I like to measure length with paper clips” |
| **Observations/Documentation** |
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| 1. Student measures objects by

length using non-standard units, or a benchmark for 1 centimetre, but leaves gaps or overlaps.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a07_t01_blm.jp | 1. Student successfully measures

objects by length using non-standard units or a benchmark for 1 centimetre, but does not include a unit with the measure.“Its length is 6.” | 1. Student successfully measures

objects by length using non-standard units or a benchmark for 1 centimetre. |
| **Observations/Documentation** |
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