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

struggles to select an appropriatestandard 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 whatI should use.” | 1. Student selects an appropriate

standard unit, but the estimate isextreme or unreasonable. | 1. Student successfully selects an

appropriate standard unit tomeasure length, and estimates are reasonable. |
| **Observations/Documentation** |
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| **Measuring Length in Standard Units** **Behaviours/Strategies** |
| 1. Student measures length usingstandard 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_a12_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_a12_t02_blm.jp | 4. Student successfully measureslength using standard units andincludes units with measures.“The feather is a little more than5 centimetres long.” |
| **Observations/Documentation** |
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