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| **Measuring and Describing Time Behaviours/Strategies** |
| 1. Student uses non-standard units to measure passage of time, but doesn’t see them as benchmarks for lengths of time (e.g., 1 minute, 1 hour).

**“I used a sand timer and in one flip, I did 30 jumping jacks.”** | 1. Student uses benchmarks to estimate and measure time, but has difficulty measuring time with standard units.

**“Two episodes of my favourite TV show take 1 hour.”** | 1. Student uses standard units to measure passage of time, but has difficulty selecting the appropriate unit to measure different events.
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| **Observations/Documentation** |
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| 1. Student selects and uses appropriate standard unit to measure time, but has difficulty measuring time.

**“I would measure a school day in hours and the time it takes to walk to the library in minutes. But I don't know how to start.”** | 1. Student selects and uses appropriate standard units to measure time, but thinks that times with larger numbers are longer than those with smaller numbers.

**“58 seconds. That’s longer than 1 minute.”**  | 1. Student selects and uses appropriate standard units to measure time and understands relationships among time units.
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| **Observations/Documentation** |
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