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| **Estimating, Measuring, and Comparing Distance Around Behaviours/Strategies** |
| 1. Student attempts to estimate

objects by length (distancearound) with non-standard units,but estimates are extreme/unreasonable.“About 100 paper clips!” | 1. Student estimates objects by

length (distance around) with non-standard units, but struggles to use string to measure.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a03_t01_blm.jp | 1. Student measures objects by

length (distance around) usingmultiple copies of a non-standardunit, but units are not placed end-to-end (there are gaps or overlaps).../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a03_t02_blm.jp | 1. Student measures objects by

length (distance around) usingmultiple copies of a non-standardunit, but does not align the baseof the first unit with the end of theobject being measured.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a03_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student measures objects by

length (distance around) byiterating a single non-standardunit, but has difficulty tracking thelength of the paper clip or losestrack of the count.“I forget how many times I movedthe paper clip.” | 1. Student measures objects by

length (distance around) withnon-standard units, but forgets toinclude the unit when stating themeasure.“It is 8 long.” | 1. Student measures objects by

length (distance around) with non-standard units, but struggles to compare and order objects. | 1. Student successfully estimates,

measures, compares, and ordersobjects by length (distance around) with non-standard units. |
| **Observations/Documentation** |
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