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| **Measuring Length with Standard-Sized Objects Behaviours/Strategies** |
| 1. Student records object, but struggles to

estimate its length with standard-sized objects.“About 100 cubes!” | 1. Student uses standard-sized objects to

measure, but does not join cubes and leavesgaps or overlaps.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a04_t01_blm.jp | 1. Student uses standard-sized objects to measure (e.g., 10-centicube rod), but does not line up the base of the first cube with the end of the object being measured.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a04_t02_blm.jp |
| **Observations/Documentation** |
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| 1. Student uses standard-sized objects to measure (e.g., 10-centicube rod), but ignores the leftover amount.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a04_t03_blm.jp | 1. Student uses standard-sized objects to measure (e.g., 10-centicube rod), but forgets to include the unit when stating the measure.

“It is 8 long.” | 1. Student successfully uses standard-sized objects to measure (e.g., 10-centicube rod), and includes the unit with the measure.

“It is a little more than 8 centicubes long.” |
| **Observations/Documentation** |
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