Master 13: Activity 7 Assessment
Length: Consolidation

Measuring Behaviours/Strategies		
1. Student estimates length using non-standard units or a benchmark for 1 centimetre, but estimates are unreasonable.	2. Student does not select an appropriate non-standard unit to measure. "I will use the pan balance to measure length."	3. Student measures length, but focuses on using one measuring tool. "I like to measure length with paper clips"
Observations/Documentation		

4. Student measures objects by length using non-standard units, or a benchmark for 1 centimetre, but leaves gaps or overlaps. 	5. 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."	6. Student successfully measures objects by length using non-standard units or a benchmark for 1 centimetre.
Observations/Documentation		