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| **Measuring Behaviours/Strategies** | | |
| 1. Student estimates objects by   length and distance around  using non-standard units, but  estimates are unreasonable. | 1. Student chooses an attribute, but   does not select an appropriate non-standard unit to measure.  “I will use the pan balance to  measure length.” | 1. Student measures objects using   non-standard units, but focuses on one attribute.  “I like to measure length.” |
| **Observations/Documentation** | | |
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| 1. Student measures objects by   length and distance around using non-standard units, but leaves gaps or overlaps.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a07_t01_blm.jp | 5. Student successfully measures  objects by length and distance around using non-standard units, but does not include a unit  with the measure.  “Its distance around is 6.” | 6. Student successfully measures  objects by length and distance around using non-standard units. |
| **Observations/Documentation** | | |
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