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| **Measuring Length in Metres Behaviours/Strategies** | | |
| 1. Student struggles to estimate length using   a standard unit (metre), and the estimate is  extreme or unreasonable.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a09_t01_blm.jp | 1. Student measures length using a standard unit (metre), but does not line up the end of the metre stick with the end of the object being measured.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a09_t02_blm.jp | 1. Student measures length using a standard unit   (metre), but struggles to iterate the metre  stick (leaves gaps or overlaps, or has difficulty  tracking the metre stick while measuring). |
| **Observations/Documentation** | | |
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| 1. Student measures length using a standard   unit (metre), but loses track of the count when  measuring.  “I forget how many metre sticks I used.” | 1. Student measures length using a standard unit (metre), but forgets to include the unit when stating the measure or ignores leftover.   “It is 7 long.” | 1. Student successfully estimates and measures   length using a standard unit (metre) and  includes units with measures.  “The whiteboard is a little less than  3 metres long.” |
| **Observations/Documentation** | | |
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