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| **Choosing an Appropriate Unit and Estimating Length Behaviours/Strategies** | | | |
| 1. Student chooses an object, but   struggles to select an appropriate  standard unit to measure length.  “I will use centimetres to measure the length of the  teeter-totter.” | 1. Student selects an appropriate   standard unit and tool to measure length, but cannot justify choice.  “I just know metres is what  I should use.” | 1. Student selects an appropriate   standard unit, but the estimate is  extreme or unreasonable. | 1. Student successfully selects an   appropriate standard unit to  measure length, and estimates are reasonable. |
| **Observations/Documentation** | | | |
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| **Measuring Length in Standard Units** **Behaviours/Strategies** | | | |
| 1. Student measures length using  standard units, but does not line  up the object with the baseline of  the measuring tool.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a12_t01_blm.jp | 2. Student measures length using  standard units, but struggles to  iterate the measuring tool. | 3. Student measures length using  standard units, but forgets to  include the unit when stating the  measure or ignores leftover.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a12_t02_blm.jp | 4. Student successfully measures  length using standard units and  includes units with measures.  “The feather is a little more than  5 centimetres long.” |
| **Observations/Documentation** | | | |
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