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| **Measuring Length with Non-Standard Units Behaviours/Strategies** | | |
| 1. Student measures objects by length using   multiple copies of a non-standard unit, but ruler has big gaps or overlaps.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a01_t01_blm.jp | 1. Student measures objects by length using   multiple copies of a non-standard unit, but ruler has some gaps or overlaps.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a01_t02_blm.jp | 1. Student measures objects by length using   multiple copies of a non-standard unit, but does  not align the base of the first unit with the end  of the object being measured.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a01_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student measures objects by length using   multiple copies of a non-standard unit, but loses count when measuring. | 1. Student measures objects by length using   multiple copies of a non-standard unit, but  forgets to include the unit when stating the  measures.  “It is 6 long.” | 1. Student successfully measures objects by length using multiple copies of a non-standard unit and includes the unit in measures. |
| **Observations/Documentation** | | |
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