|  |
| --- |
| **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 doesnot align the base of the first unit with the endof the object being measured.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_mINT_a01_t03_blm.jp |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 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, butforgets to include the unit when stating themeasures.“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** |
|  |  |  |