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| **Estimating and Measuring Length Behaviours/Strategies** | | |
| 1. Student estimates objects by length with nonstandard units, but estimates are extreme/   unreasonable.  “About 100 cubes!” | 1. Student measures objects by length using   multiple copies of a non-standard unit, but  units are not placed end-to-end.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a01_t01_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_m01_a01_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student measures objects by length using   multiple copies of a non-standard unit,  measures with cubes, and assumes the same  count for paper clips. | 1. Student measures objects by length using   multiple copies of a non-standard unit, but  thinks turning an object will affect its length. | 1. Student successfully estimates and measures objects by length using multiple copies of a non-standard unit and realizes that turning an object does not affect its length.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m01_a01_t03_blm.jp |
| **Observations/Documentation** | | |
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