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| **Measuring Length in Metres Behaviours/Strategies** |
| 1. Student struggles to estimate length using a

standard unit (centimetre) and the estimate isextreme or unreasonable.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t01_blm.jp | 1. Student measures length using a standard unit (centimetre), but lines up 1 on the ruler with the end of the object being measured.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t02_blm.jp | 1. Student measures length using a standard unit

(centimetre), but counts tick marks instead ofthe units between the marks. |
| **Observations/Documentation** |
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| 1. Student measures length using a standard unit (centimetre), but struggles to deal with part of a centimetre (ignores leftover).

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t03_blm.jp | 1. Student measures length using a standard unit (centimetre), but forgets to include the unit when stating the measure.

“It is 7 long.” | 1. Student successfully estimates and measures

length using a standard unit (centimetre) andincludes units with measures.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_m02_a10_t04_blm.jp |
| **Observations/Documentation** |
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