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| **Using a Core to Create a Repeating Pattern** **Behaviours/Strategies** |
| 1. Student models the core and repeats only the

last element as the repeating core.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a01_t01_blm.jp | 1. Student models the core, but places the

elements in the wrong order when using copies of the core to create a repeating pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a01_t02_blm.jp | 1. Student creates some repeating patterns based

on copies of the core, but struggles when thelast element in the core is the same as the first.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a01_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student creates repeating patterns based on

copies of the repeating unit (core), but struggles to represent the core with letters.“I don’t know how to show it with letters.” | 1. Student creates repeating patterns based

on copies of the repeating unit (core) andrepresents the core with letters, but strugglesto use math language when describing patterns. | 1. Student successfully creates repeating patterns

based on copies of the repeating unit (core),represents the core with letters, and uses mathlanguage to describe patterns.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a01_t04_blm.jp |
| **Observations/Documentation** |
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