|  |  |  |
| --- | --- | --- |
| **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 the  last 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** | | |
|  |  |  |
|  |  |  |
| 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) and  represents the core with letters, but struggles  to 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 math  language to describe patterns.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a01_t04_blm.jp |
| **Observations/Documentation** | | |
|  |  |  |