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| **Finding Errors and Missing Terms Behaviours/Strategies** | | |
| 1. Student takes linking cubes, but struggles to   create an increasing/decreasing pattern. | 1. Student makes an increasing/decreasing pattern with missing terms or errors, but cannot identify the pattern rule of partner’s pattern to predict missing term(s) and correct errors.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a12_t01_blm.jp | 1. Student explains the rule, but has difficulty   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a12_t02_blm.jppredicting missing term(s) in an increasing/decreasing pattern.  “Start at 2. Add 1 each time.” 3, 5, ?, 9, 11, …  “Start at 3. Add 2 each time.” |
| **Observations/Documentation** | | |
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| 1. Student explains the rule, but has difficulty   A picture containing metalware, hinge  Description automatically generatedcorrecting errors in an increasing/decreasing pattern.  “Start at 9. Subtract 2 each time.”  18, 15, 12, 9, 6, …  “Start at 18. Subtract 3 each time.” | 1. Student predicts missing term(s) and corrects   errors in increasing/decreasing patterns, but struggles to explain how an error or missing term was found. | 1. Student successfully predicts missing term(s)   and corrects errors in increasing/decreasing patterns and justifies thinking. |
| **Observations/Documentation** | | |
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