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| **Solving Problems Involving Increasing Patterns Behaviours/Strategies** | | |
| 1. Student reproduces an increasing pattern   concretely, but is unable to identify and explain the pattern rule. | 1. Student identifies and reproduces an increasing pattern, but guesses to solve the problem (gives no thought to pattern).   “I guess 200!” | 1. Student identifies and reproduces an increasing   pattern, but struggles to use rule to make  prediction.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a13_t01_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student identifies and reproduces an increasing pattern and uses rule to make prediction, but struggles to extend the pattern to check.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a13_t02_blm.jp | 1. Student identifies, reproduces, and extends an increasing pattern to solve problem, but does not use math language to explain thinking. | 1. Student successfully identifies, reproduces, and   extends an increasing pattern to solve problem  and uses math language to explain thinking. |
| **Observations/Documentation** | | |
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