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| **Increasing Patterns Behaviours/Strategies** | | |
| 1. Student chooses materials, but struggles to   create an increasing pattern and randomly  groups items together.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a14_t01_blm.jp | 1. Student creates an increasing pattern, but   struggles to explain rule for partner’s pattern. | 1. Student creates an increasing pattern, but   struggles to examine partner’s pattern for  errors or missing terms. |
| **Observations/Documentation** | | |
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| 1. Student identifies and creates an increasing   pattern, but struggles to extend the pattern by  two terms. | 1. Student identifies, creates, and extends an   increasing pattern, but struggles to reproduce  the pattern another way. | 1. Student successfully identifies, creates,   reproduces, and extends an increasing pattern  and explains the pattern rule. |
| **Observations/Documentation** | | |
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| Big Idea | | | | | Indicators from Learning Progression | | | | |
| Curriculum Expectations addressed | | | | | | | | | |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can identify and reproduce increasing patterns.  **(Activities 6, 7, 9, 13, 14)** |  |  |  |  |  |  |  |  |  |
| Student can identify/explain the pattern rule for an increasing/decreasing pattern.  **(Activities 6, 7, 8, 9, 10, 11, 12, 13, 14)** |  |  |  |  |  |  |  |  |  |
| Student sees the relation between an increasing/ decreasing pattern and skip-counting or repeated addition/subtraction.  **(Activities 7, 8)** |  |  |  |  |  |  |  |  |  |
| Student can identify and reproduce decreasing patterns.  **(Activities 8, 11, 12, 14)** |  |  |  |  |  |  |  |  |  |
| Student can extend an increasing pattern.  **(Activities 9, 13)** |  |  |  |  |  |  |  |  |  |
| Student can show an increasing pattern in different ways.  **(Activities 10, 13)** |  |  |  |  |  |  |  |  |  |
| Student can create an increasing pattern.  **(Activities 11, 12, 14)** |  |  |  |  |  |  |  |  |  |
| Student can predict missing terms and correct errors in increasing patterns.  **(Activities 12, 14)** |  |  |  |  |  |  |  |  |  |
| Student can solve problems involving increasing patterns.  **(Activity 13)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Identifies and reproduces increasing patterns.  **(Activities 6, 7, 9, 13, 14)** |  |  |  |
| Identifies/explains the pattern rule for an increasing/decreasing pattern.  **(Activities 6, 7, 8, 9, 10, 11, 12, 13, 14)** |  |  |  |
| Sees the relation between an increasing/decreasing pattern and skip-counting or repeated addition/ subtraction.  **(Activities 7, 8)** |  |  |  |
| Identifies and reproduces decreasing patterns.  **(Activities 8, 11, 12, 14)** |  |  |  |
| Extends an increasing pattern.  **(Activities 9, 13)** |  |  |  |
| Shows an increasing pattern in different ways.  **(Activities 10, 13)** |  |  |  |
| Creates an increasing pattern.  **(Activities 11, 12, 14)** |  |  |  |
| Predicts missing terms and corrects errors in increasing patterns.  **(Activities 12, 14)** |  |  |  |
| Solves problems involving increasing patterns.  **(Activity 13)** |  |  |  |

Strengths:

Next Steps: