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| **Repeating Patterns** **Behaviours/Strategies** | | |
| 1. Student chooses a core card, but struggles to   represent it with materials.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t01_blm.jp | 1. Student represents the core with materials, but struggles to use copies of the core to extend/create the pattern.   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t02_blm.jp | 1. Student represents the core with materials, but   struggles to predict an element in the pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t03_blm.jp  “How do I know what element 14 will be? |
| **Observations/Documentation** | | |
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| 1. Student identifies the repeating unit (core) of a   pattern, but struggles to find errors or missing  elements. | 1. Student creates repeating patterns based on   one attribute, but struggles to create a core  based on two attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t04_blm.jp | 1. Student creates and extends repeating patterns   based on one or two attributes, and predicts  missing element(s) and corrects errors. |
| **Observations/Documentation** | | |
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