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| **Finding Errors and Missing Terms Behaviours/Strategies** | | |
| 1. Student takes linking cubes, but struggles to   create an increasing pattern. | 1. Student makes an increasing 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   predicting missing term(s) in an increasing pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a12_t02_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student explains the rule, but has difficulty   correcting errors in an increasing pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a12_t03_blm.jp | 1. Student predicts missing term(s) and corrects   errors in increasing 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 patterns and  justifies thinking. |
| **Observations/Documentation** | | |
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