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| **Predicting Missing Elements and Correcting Errors** **Behaviours/Strategies** |
| 1. Student chooses a pattern, but struggles to

identify the repeating unit (core) of the pattern.“I don’t know what the core is.” | 1. Student identifies the repeating unit (core) of

some patterns, but struggles when there is amissing element or error near the beginning ofthe pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a03_t01_blm.jp | 1. Student identifies the repeating unit (core) of

a pattern, but struggles to find and correct theerror.“I know the core, but I can’t find the error.” |
| **Observations/Documentation** |
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| 1. Student identifies the repeating unit (core) of

a pattern, but struggles to predict the missingelement.“I know the core, but I don’t knowwhat’s missing.” | 1. Student successfully identifies missing

element(s) and corrects errors in repeatingpatterns, but struggles to explain how an erroror missing element was found. | 1. Student successfully identifies the repeating unit (core) of a pattern, predicts missing element(s),and corrects errors in repeating patterns.
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| **Observations/Documentation** |
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