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| **Identifying and Reproducing Increasing Patterns Numerically** **Behaviours/Strategies** |
| 1. Student identifies increasing patterns, but

struggles to reproduce them concretely(is unable to build the patterns with tiles). | 1. Student identifies and reproduces increasing

patterns concretely, but miscounts whencounting the number of tiles in each term.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a07_t01_blm.jp | 1. Student identifies and reproduces increasing

patterns concretely and numerically, butstruggles to describe the patterns (cannot writepattern rules).Add 4 tiles” |
| **Observations/Documentation** |
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| 1. Student identifies and reproduces increasing

patterns concretely and numerically anddescribes the patterns, but struggles to predictthe number of tiles in the next term.“How do I know how many tiles are inthe next term?” | 1. Student identifies increasing patterns

numerically and describes the patterns, butdoes not see the relation to skip-counting orrepeated addition.“5, 9, 13I don’t see how this is like adding or skip-counting.” | 1. Student successfully identifies and reproduces

increasing patterns pictorially and numericallyand describes the patterns.“5, 9, 13Start at 5. Add 4 each time.This is like skip-counting by 4s from 5.” |
| **Observations/Documentation** |
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