|  |
| --- |
| **Identifying the Core** **Behaviours/Strategies** |
| 1. Student chooses a pattern, but struggles to

identify the core of the pattern and cannotidentify the attribute that is changing. | 1. Student identifies the attribute that is changing, but struggles to identify the core of the pattern.
 | 1. Student identifies the core of a pattern when it

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a01_t01_blm.jpinvolves colour or shape, but struggles when the attribute that is changing is size, thickness, or number. |
| **Observations/Documentation** |
|  |  |  |
|  |  |  |
| 1. Student identifies the core of a pattern, but

struggles to identify what would come next inthe pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a01_t02_blm.jp | 1. Student identifies the core of a pattern and

what comes next in the pattern, but strugglesto use math language to describe the core. | 1. Student successfully identifies the core of a

pattern and what comes next in the pattern,and uses math language to explain thinking. |
| **Observations/Documentation** |
|  |  |  |