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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 a  missing element or error near the beginning of  the 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 the  error.  “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 missing  element.  “I know the core, but I don’t know  what’s missing.” | 1. Student successfully identifies missing   element(s) and corrects errors in repeating  patterns, but struggles to explain how an error  or 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. |
| **Observations/Documentation** | | |
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