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| **Working with Patterns Involving Two Attributes** **Behaviours/Strategies** | | |
| 1. Student chooses a pattern, but struggles to   recognize repeating pattern and is unable to  identify the two attributes that are changing.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t01_blm.jp | 1. Student recognizes two attributes that are   changing in a repeating pattern, but struggles  to identify the core.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t02_blm.jp | 1. Student recognizes repeating patterns, but   struggles to create a core based on two  attributes.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student recognizes repeating patterns and   creates a core based on two attributes, but  struggles to extend the pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t04_blm.jp | 1. Student recognizes, extends, and creates   repeating patterns based on two attributes, but struggles to use math language when describing patterns. | 1. Student successfully recognizes, extends, and   creates repeating patterns based on two  attributes and uses math language when  describing patterns.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t05_blm.jp |
| **Observations/Documentation** | | |
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