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| **Repeating Patterns** **Behaviours/Strategies** |
| 1. Student chooses a core card, but struggles to

represent it with materials.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t01_blm.jp | 1. Student represents the core with materials, but struggles to use copies of the core to extend/create the pattern.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t02_blm.jp | 1. Student represents the core with materials, but

struggles to predict an element in the pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t03_blm.jp |
| **Observations/Documentation** |
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|  |  |  |
| 1. Student identifies the repeating unit (core) of a

pattern, but struggles to find errors or missingelements. | 1. Student creates repeating patterns based on

one attribute, but struggles to create a corebased on two attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t04_blm.jp | 1. Student creates and extends repeating patterns

based on one or two attributes, and predictsmissing element(s) and corrects errors. |
| **Observations/Documentation** |
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| Big Idea | Indicators from Learning Progression |
| Curriculum Expectations addressed  |
| Student Names |  |  |  |  |  |  |  |  |  |
| Student can create repeating patterns based on copies of the core.**(Activities 1, 5)** |  |  |  |  |  |  |  |  |  |
| Student can represent the core of a pattern with letters. **(Activities 1, 2, 4)** |  |  |  |  |  |  |  |  |  |
| Student uses math language to describe patterns.**(Activities 1, 2, 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can identify the core of a repeating pattern.**(Activities 3, 4, 5)** |  |  |  |  |  |  |  |  |  |
| Student can use the core of a pattern to make predictions.**(Activities 2, 5)** |  |  |  |  |  |  |  |  |  |
| Student can extend a repeating pattern.**(Activities 2, 5)** |  |  |  |  |  |  |  |  |  |
| Student can find and correct errors in a repeating pattern. **(Activities 3, 5)** |  |  |  |  |  |  |  |  |  |
| Student can predict missing elements in a repeating pattern. **(Activities 3, 5)** |  |  |  |  |  |  |  |  |  |
| Student can recognize, extend, and create repeating patterns involving two attributes.**(Activities 4, 5)** |  |  |  |  |  |  |  |  |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Not Observed** | **Sometimes** | **Consistently** |
| Creates repeating patterns based on copies of the core.**(Activities 1, 5)** |  |  |  |
| Represents the core of a pattern with letters. **(Activities 1, 2, 4)** |  |  |  |
| Uses math language to describe patterns.**(Activities 1, 2, 3, 4, 5)** |  |  |  |
| Identifies the core of a repeating pattern.**(Activities 3, 4, 5)** |  |  |  |
| Uses the core of a pattern to make predictions.**(Activities 2, 5)** |  |  |  |
| Extends a repeating pattern.**(Activities 2, 5)** |  |  |  |
| Finds and corrects errors in a repeating pattern. **(Activities 3, 5)** |  |  |  |
| Predicts missing elements in a repeating pattern. **(Activities 3, 5)** |  |  |  |
| Recognizes, extends, and creates repeating patterns involving two attributes.**(Activities 4, 5)** |  |  |  |

Strengths:

Next Steps: