|  |  |  |
| --- | --- | --- |
| **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 when  counting 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, but  struggles to describe the patterns (cannot write  pattern rules).  Add 4 tiles” |
| **Observations/Documentation** | | |
|  |  |  |
|  |  |  |
| 1. Student identifies and reproduces increasing   patterns concretely and numerically and  describes the patterns, but struggles to predict  the number of tiles in the next term.  “How do I know how many tiles are in  the next term?” | 1. Student identifies increasing patterns   numerically and describes the patterns, but  does not see the relation to skip-counting or  repeated addition.  “5, 9, 13  I don’t see how this is like adding  or skip-counting.” | 1. Student successfully identifies and reproduces   increasing patterns pictorially and numerically  and describes the patterns.  “5, 9, 13  Start at 5. Add 4 each time.  This is like skip-counting by 4s from 5.” |
| **Observations/Documentation** | | |
|  |  |  |