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| **Identifying and Reproducing Decreasing Patterns Behaviours/Strategies** |
| 1. Student identifies decreasing patterns, but

struggles to reproduce them concretely(is unable to build the patterns with tiles). | 1. Student identifies and reproduces decreasing

patterns concretely, but miscounts whencounting the number of tiles in each term.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a08_t01_blm.jp | 1. Student identifies and reproduces decreasing

patterns concretely and numerically, butstruggles to describe the patterns (cannot writepattern rules).“Take away 3 tiles” |
| **Observations/Documentation** |
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| 1. Student identifies and reproduces decreasing

patterns concretely and numerically anddescribes the patterns, but struggles to predictthe number of tiles in the next term.“How do I know how many tiles arein the next term?” | 1. Student identifies decreasing patterns numerically and describes the patterns, but does not see the relation to skip-counting backward or repeated subtraction.

“10, 8, 6I don’t see how this is like subtracting orskip-counting.” | 1. Student successfully identifies and reproduces

decreasing patterns concretely, pictorially, andnumerically and describes the patterns.“10, 8, 6Start at 10. Take away 2 each time.This is like skip-counting backward by 2s from 10.” |
| **Observations/Documentation** |
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