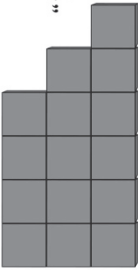


# Master 21: Activity 8 Assessment

## Decreasing Patterns

Identifying and Reproducing Decreasing Patterns Behaviours/Strategies		
<p>1. Student identifies decreasing patterns, but struggles to reproduce them concretely (is unable to build the patterns with tiles).</p>	<p>2. Student identifies and reproduces decreasing patterns concretely, but miscounts when counting the number of tiles in each term.</p>  <p>“16 tiles”</p>	<p>3. Student identifies and reproduces decreasing patterns concretely and numerically, but struggles to describe the patterns (cannot write pattern rules).</p> <p>“Take away 3 tiles”</p>
Observations/Documentation		
<p>4. Student identifies and reproduces decreasing patterns concretely and numerically and describes the patterns, but struggles to predict the number of tiles in the next term.</p> <p>“How do I know how many tiles are in the next term?”</p>		
<p>5. Student identifies decreasing patterns numerically and describes the patterns, but does not see the relation to skip-counting backward or repeated subtraction.</p> <p>I don't see how this is like subtracting or skip-counting.”</p> <p>“10, 8, 6</p>		<p>6. Student successfully identifies and reproduces decreasing patterns concretely, pictorially, and numerically and describes the patterns.</p> <p>“10, 8, 6 Start at 10. Take away 2 each time. This is like skip-counting backward by 2s from 10.”</p>
Observations/Documentation		