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| **Finding Errors and Missing Elements Behaviours/Strategies** | | |
| Student is not able to identify repeating patterns. | Student identifies the core when it has two or three elements but has difficulty when it has four. | Student identifies a repeating pattern but has difficulty finding the error. |
| **Observations/Documentation** | | |
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| Student identifies a repeating pattern but has difficulty finding a missing element. | Student successfully finds the errors and what’s missing but has difficulty explaining how an error or missing element was found. | Student successfully finds the errors and what’s missing and uses math language to explain how an error or missing element was found. |
| **Observations/Documentation** | | |
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