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| **Creating Increasing Patterns Behaviours/Strategies** | | |
| 1. Student chooses materials, but struggles to   create an increasing pattern and randomly  groups items or creates a repeating pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a11_t01_blm.jp | 1. Student chooses materials and attempts to   create an increasing pattern, but does not add  the same number of items each time.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a11_t02_blm.jp | 1. Student creates an increasing pattern, but items   are not added in the same way each time.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a11_t03_blm.jp |
| **Observations/Documentation** | | |
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| 1. Student creates an increasing pattern, but   struggles to write the pattern rule.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a11_t04_blm.jp | 1. Student creates an increasing pattern, but is not sure if partner’s pattern rule is correct.   “I’m not sure if it’s right.” | 1. Student successfully identifies and creates an   increasing pattern and explains the pattern rule. |
| **Observations/Documentation** | | |
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