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| **Representing Patterns in Different Ways** **Behaviours/Strategies** | | |
| 1. Student chooses a pattern, but struggles to   identify the core of the pattern.  “How do I find the core?” | 1. Student identifies the core of the pattern, but   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a02_t01_blm.jpstruggles to represent the core with letters. | 1. Student identifies the core of the pattern   and represents the core with letters, but has  difficulty selecting objects to make another  pattern. |
| **Observations/Documentation** | | |
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| 1. Student identifies the core of the pattern   and represents the core with letters, but has  difficulty using the core to make another  pattern using different materials.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a02_t02_blm.jp | 1. Student represents the same pattern in   different ways, but struggles to use math  language to explain how the patterns are alike  and how they are different. | 1. Student successfully identifies the core of a   pattern, represents the same pattern in different  ways, and uses math language to explain how  the patterns are alike and how they are different.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a02_t03_blm.jp |
| **Observations/Documentation** | | |
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