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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 hasdifficulty selecting objects to make anotherpattern. |
| **Observations/Documentation** |
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| 1. Student identifies the core of the pattern

and represents the core with letters, but hasdifficulty using the core to make anotherpattern 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 mathlanguage to explain how the patterns are alikeand how they are different. | 1. Student successfully identifies the core of a

pattern, represents the same pattern in differentways, and uses math language to explain howthe 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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