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| **Repeating Patterns** **Behaviours/Strategies** |
| 1. Student chooses a core card, but struggles to

represent it with materials.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t01_blm.jp | 1. Student represents the core with materials, but struggles to use copies of the core to extend/create the pattern.

../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t02_blm.jp | 1. Student represents the core with materials, but

struggles to predict an element in the pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t03_blm.jp“How do I know what element 14 will be? |
| **Observations/Documentation** |
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| 1. Student identifies the repeating unit (core) of a

pattern, but struggles to find errors or missingelements. | 1. Student creates repeating patterns based on

one attribute, but struggles to create a corebased on two attributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a05_t04_blm.jp | 1. Student creates and extends repeating patterns

based on one or two attributes, and predictsmissing element(s) and corrects errors. |
| **Observations/Documentation** |
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