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| **Working with Patterns Involving Two Attributes** **Behaviours/Strategies** |
| 1. Student chooses a pattern, but struggles to

recognize repeating pattern and is unable toidentify the two attributes that are changing.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t01_blm.jp | 1. Student recognizes two attributes that are

changing in a repeating pattern, but strugglesto identify the core.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t02_blm.jp | 1. Student recognizes repeating patterns, but

struggles to create a core based on twoattributes.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t03_blm.jp |
| **Observations/Documentation** |
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| 1. Student recognizes repeating patterns and

creates a core based on two attributes, butstruggles to extend the pattern.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t04_blm.jp | 1. Student recognizes, extends, and creates

repeating patterns based on two attributes, but struggles to use math language when describing patterns. | 1. Student successfully recognizes, extends, and

creates repeating patterns based on twoattributes and uses math language whendescribing patterns.../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p01_a04_t05_blm.jp |
| **Observations/Documentation** |
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