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| **Creating Increasing/Decreasing Patterns Behaviours/Strategies** |
| 1. Student chooses materials, but struggles to

create an increasing/decreasing 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/decreasing pattern, but does not add/subtract the same number of items each time.A picture containing loudspeaker  Description automatically generated | 1. Student creates an increasing/decreasing pattern, but items are not added/subtracted 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/decreasing pattern, but struggles to write the pattern rule.

A picture containing metalware, loudspeaker  Description automatically generated  “Subtract 2.” | 1. Student creates an increasing/decreasing 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/decreasing pattern and explains the pattern rule. |
| **Observations/Documentation** |
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