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| **Identifying the Core** **Behaviours/Strategies** | | |
| 1. Student chooses a pattern, but struggles to   identify the core of the pattern and cannot  identify the attribute that is changing. | 1. Student identifies the attribute that is changing, but struggles to identify the core  of the pattern. | 1. Student identifies the core of a pattern when it   ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a01_t01_blm.jpinvolves colour or shape, but struggles when the attribute that is changing is size, thickness, or number. |
| **Observations/Documentation** | | |
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| 1. Student identifies the core of a pattern, but   struggles to identify what would come next in  the pattern.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_pINT_a01_t02_blm.jp | 1. Student identifies the core of a pattern and   what comes next in the pattern, but struggles  to use math language to describe the core. | 1. Student successfully identifies the core of a   pattern and what comes next in the pattern,  and uses math language to explain thinking. |
| **Observations/Documentation** | | |
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