






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?”	2. Student identifies the core of the pattern, but struggles to represent the core with letters. Core: ABC 	3. Student identifies the core of the pattern and represents the core with letters, but has difficulty selecting objects to make another pattern.
Observations/Documentation		
4. Student identifies the core of the pattern and represents the core with letters, but has difficulty using the core to make another pattern using different materials.  My pattern: 	5. Student represents the same pattern in different ways, but struggles to use math language to explain how the patterns are alike and how they are different.	6. Student successfully identifies the core of a pattern, represents the same pattern in different ways, and uses math language to explain how the patterns are alike and how they are different. Core: ABB  My pattern: 
Observations/Documentation		