


Identifying and Reproducing Increasing Patterns Numerically Behaviours/Strategies		
1. Student identifies increasing patterns, but struggles to reproduce them concretely (is unable to build the patterns with tiles).	<div>  <p>“6 tiles”</p> </div>	3. Student identifies and reproduces increasing patterns concretely and numerically, but struggles to describe the patterns (cannot write pattern rules). Add 4 tiles”
Observations/Documentation		
4. Student identifies and reproduces increasing patterns concretely and numerically and describes the patterns, but struggles to predict the number of tiles in the next term. “How do I know how many tiles are in the next term?”	5. Student identifies increasing patterns numerically and describes the patterns, but does not see the relation to skip-counting or repeated addition. “5, 9, 13 I don't see how this is like adding or skip-counting.”	6. Student successfully identifies and reproduces increasing patterns pictorially and numerically and describes the patterns. “5, 9, 13 Start at 5. Add 4 each time. This is like skip-counting by 4s from 5.”
Observations/Documentation		