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| **Identifying and Reproducing Decreasing Patterns Behaviours/Strategies** | | |
| 1. Student identifies decreasing patterns, but   struggles to reproduce them concretely  (is unable to build the patterns with tiles). | 1. Student identifies and reproduces decreasing   patterns concretely, but miscounts when  counting the number of tiles in each term.  ../../../Mathology%202/BLM%20WORKING%20FILES/Assessment%20BLM%20art/Box2_assessmentBLM%20TR%20Art/m2_p02_a08_t01_blm.jp | 1. Student identifies and reproduces decreasing   patterns concretely and numerically, but  struggles to describe the patterns (cannot write  pattern rules).  “Take away 3 tiles” |
| **Observations/Documentation** | | |
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| 1. Student identifies and reproduces decreasing   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?” | 1. Student identifies decreasing patterns numerically and describes the patterns, but does not see the relation to skip-counting backward or repeated subtraction.   “10, 8, 6  I don’t see how this is like subtracting or  skip-counting.” | 1. Student successfully identifies and reproduces   decreasing patterns concretely, pictorially, and  numerically and describes the patterns.  “10, 8, 6  Start at 10. Take away 2 each time.  This is like skip-counting backward by 2s from 10.” |
| **Observations/Documentation** | | |
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