



## **TOOL // Gr.1 Patterning Rubric**

### **What is it used for?**

The tool is used to assess understanding of concepts covered in the Patterning Math Strand. It includes all four areas of the achievement chart. It focuses on the Overall Expectation One in the Patterning Strand of Mathematics:

- Identify, describe, extend and create repeating patterns

### **How do you use it?**

Throughout the unit the teacher may use the tool to gather information through observations and conversations to assess student understanding and thinking through anecdotal notes. Once students have had a variety of experiences with patterning, they participate in a few different performance tasks. These performance tasks require students to apply their understanding to various contexts. When students are engaging in the tasks the teacher can document conversations, observe students and ask probing questions, to assess understanding using the rubric.

### **How do you adapt it to other subjects and topics?**

This rubric can be adapted for any strand in mathematics. The expectations just need to be altered to fit the strand.

## Grade One Patterning Rubric

Name: \_\_\_\_\_

<p><b>We have been learning to identify, describe and extend a variety of repeating patterns using a variety of manipulatives</b></p>	<p>With teacher support <b>Beginning to understand</b> and apply a few concepts presented in patterning (Level 1)</p>	<p>Working On It, <b>Some Understanding</b> of patterning concepts, but requires some support to apply (Level 2)</p>	<p>Made It, <b>Understand most</b> patterning concepts and applies with few minor errors independently (Level 3)</p>	<p><b>Thorough Understanding</b> and able to apply patterning concepts to a variety of contexts (Level 4)</p>
<p><b>Knowledge and Understanding:</b></p> <p>Able to identify and describe a repeating pattern</p> <p>Able to extend a geometric repeating pattern</p> <p>Able to show a given repeating pattern different ways</p>				
<p><b>Thinking:</b></p> <p>Uses a few simple processes to solve problems involving patterns (makes a model, uses pictures to help)</p>				
<p><b>Communication:</b></p> <p>Shows mathematical thinking and understanding in an organized way using manipulatives, pictures, numbers and words</p>				
<p><b>Application:</b></p> <p>Able to apply understanding of patterns to solve a variety of problems and engage in patterning investigations</p>				

Feedback: \_\_\_\_\_

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