

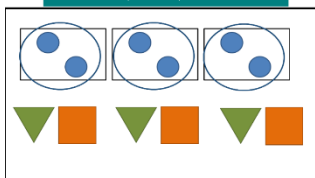
ASSESSMENT

Create an Informal Rule, Record the Pattern

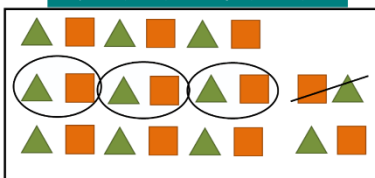
Patterns Algebra 19

We have included the starred Levels with a logical basis to the grade Level, in this assessment, allowing children to demonstrate their highest Level of understanding. If children are familiar with models other than these, they may demonstrate their understanding using those.

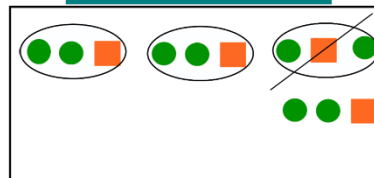
PA 1 Copy, continue patterns, identifying the part that repeats



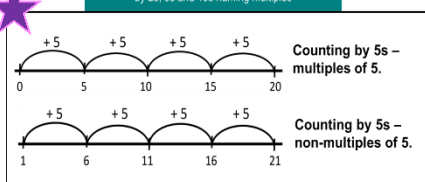
PA 2 Recognise when an error occurs in patterns of objects, shapes and pictures using the part that repeats



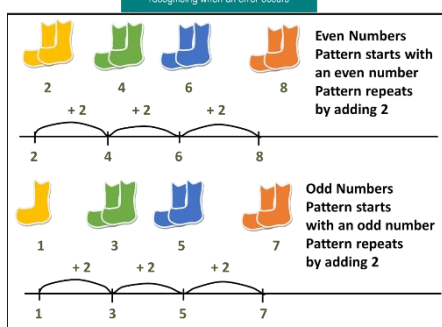
PA 3 Identify the number of elements in the part that repeats in patterns of objects, shapes and pictures



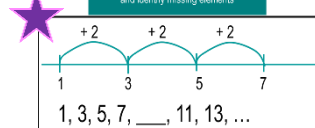
PA 8 MD 3 Number patterns rhythmic / skip counting by 2s, 5s and 10s naming multiples



PA 10 Odd and even number patterns, recognising when an error occurs



PA 13 Describe patterns with numbers and identify missing elements

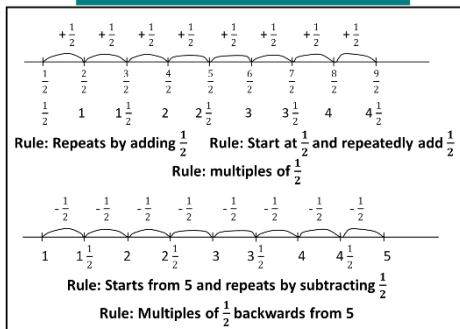


PA 18 Describe informal rule for number pattern, then create pattern

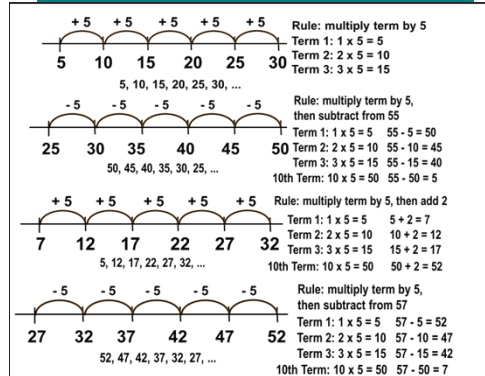
Rule: start at 50 and repeatedly add 5
50, 55, 60, 65, 70, 75...

Rule: start at 48 and repeatedly subtract 3
48, 45, 42, 39, 36...

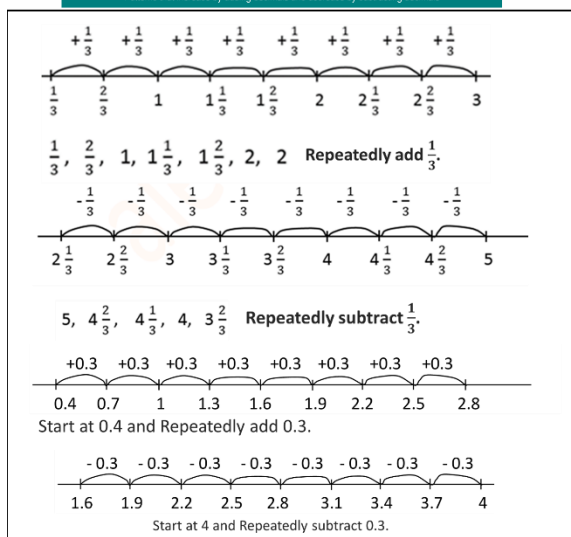
PA 23 AS 26 FD 15 Number patterns with fractions increase through addition. Number patterns with fractions, decrease through subtraction



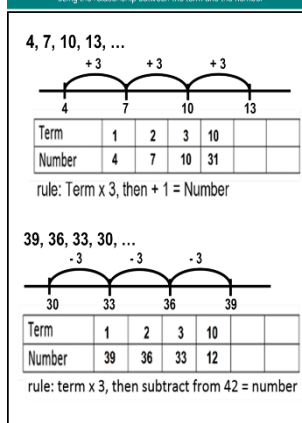
PA 24 MD 18 1 Skip counting multiples, identifying the rule and terms through multiplication, non-multiples, identifying the rule and terms



PA 28 FD 24 PV 27 Patterns that increase by adding fractions and decrease by subtracting fractions. Patterns that increase by adding decimals and decrease by subtracting decimals



PA 29 AS 31 PV 31 FD 34 Number patterns with whole numbers, fraction, decimals + Geometric shape number patterns in a ratio, describing the rule using the relationship between the term and the number

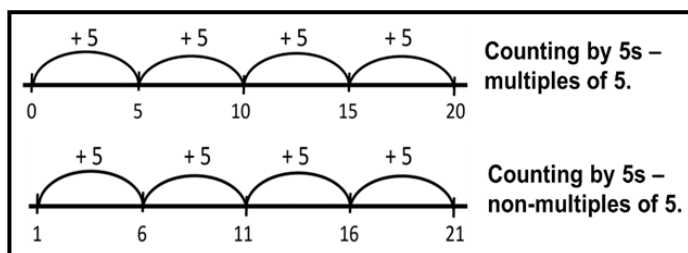


PRE - ASSESSMENT

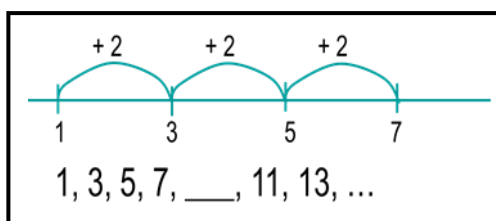
1. Select the Level that allows you to demonstrate your highest understanding.
2. Record a pattern that increases with whole numbers OR a rule for the way a pattern of whole numbers increases.
3. Record the pattern on a number line.
4. Record the rule for the way the pattern repeats, and use the rule to find a missing term or the next term.
5. Record a pattern that decreases with whole numbers OR a rule for the way a pattern of whole numbers increases.
6. Record the pattern on a number line.
7. Record the rule for the way the pattern repeats, and use the rule to find a missing term or the next term.

If you are unable to demonstrate your understanding using the models below, you may demonstrate your understanding in any way that you like.

Skip Counting by 2s, 5s and 10s, Naming Multiples



Patterns with Numbers and Identify Missing Elements

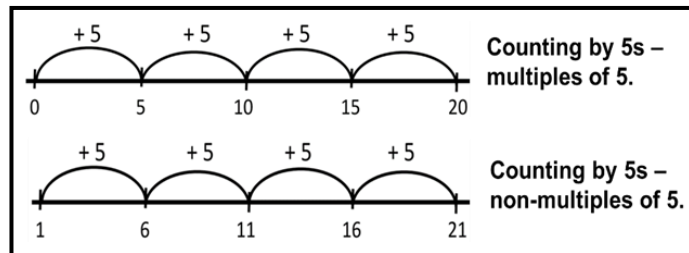


POST - ASSESSMENT

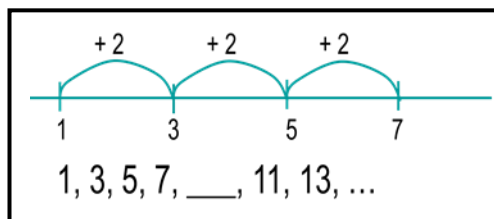
1. Select the Level that allows you to demonstrate your highest understanding.
2. Record a pattern that increases with whole numbers or fractions OR a rule for the way a pattern increases.
3. Record the pattern on a number line.
4. Record the rule for the way the pattern repeats, and use the rule to find a missing term or a higher term.
5. Record a pattern that decreases with whole numbers or fractions OR a rule for the way a pattern increases.
6. Record the pattern on a number line.
7. Record the rule for the way the pattern repeats, and use the rule to find a missing term or a higher term.

If you are unable to demonstrate your understanding using the models below, you may demonstrate your understanding in any way that you like.

Skip Counting by 2s, 5s and 10s, Naming Multiples



Patterns with Numbers and Identify Missing Elements



Informal Rule, Then Create Number Pattern

Rule: start at 50 and repeatedly add 5
50, 55, 60, 65, 70, 75...

Rule: start at 48 and repeatedly subtract 3
48, 45, 42, 39, 36...