

**Math Domain**

- |  |                                      |  |
|--|--------------------------------------|--|
| <input type="checkbox"/> Number/Quantity | <input type="checkbox"/> Shape/Space | <input checked="" type="checkbox"/> Function |
| <input type="checkbox"/> Chance/Data     | <input type="checkbox"/> Arrangement |  |

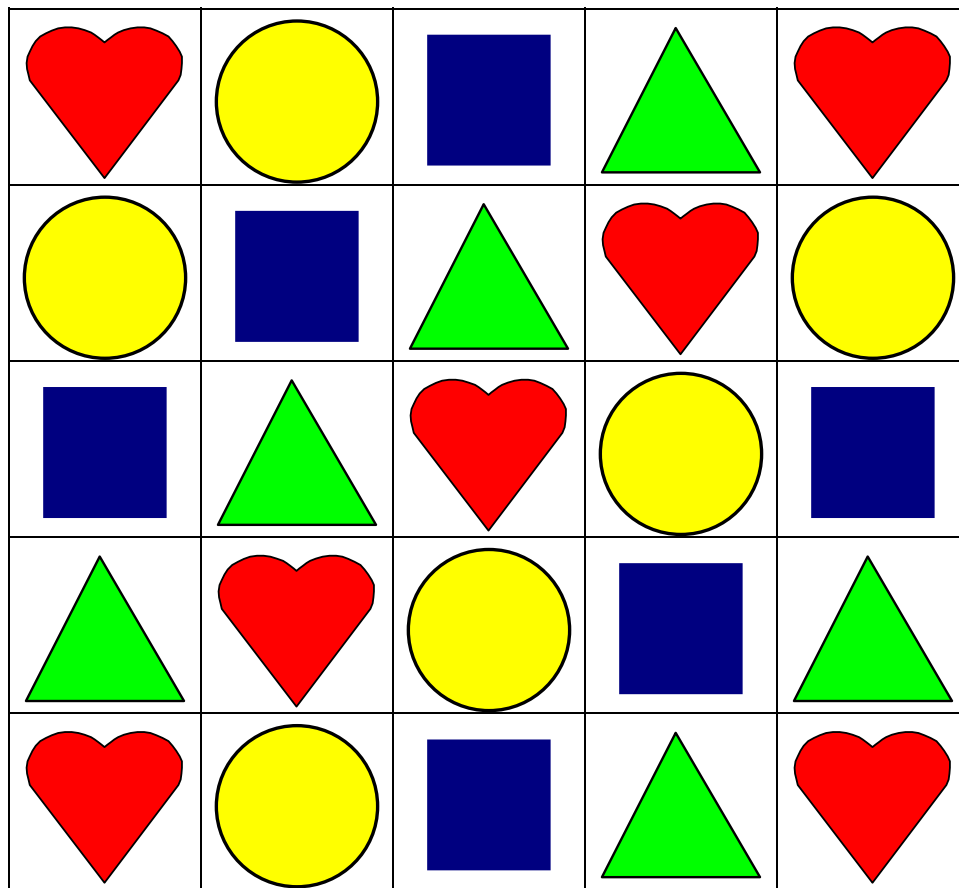
**Math Actions** (possible weights: 0 through 4)

- |  |  |
|--|--|
| <input type="checkbox"/> 0 Modeling/Formulating          | <input type="checkbox"/> 0 Manipulating/Transforming |
| <input type="checkbox"/> 2 Inferring/Drawing Conclusions | <input type="checkbox"/> 2 Communicating             |

**Math Big Ideas**

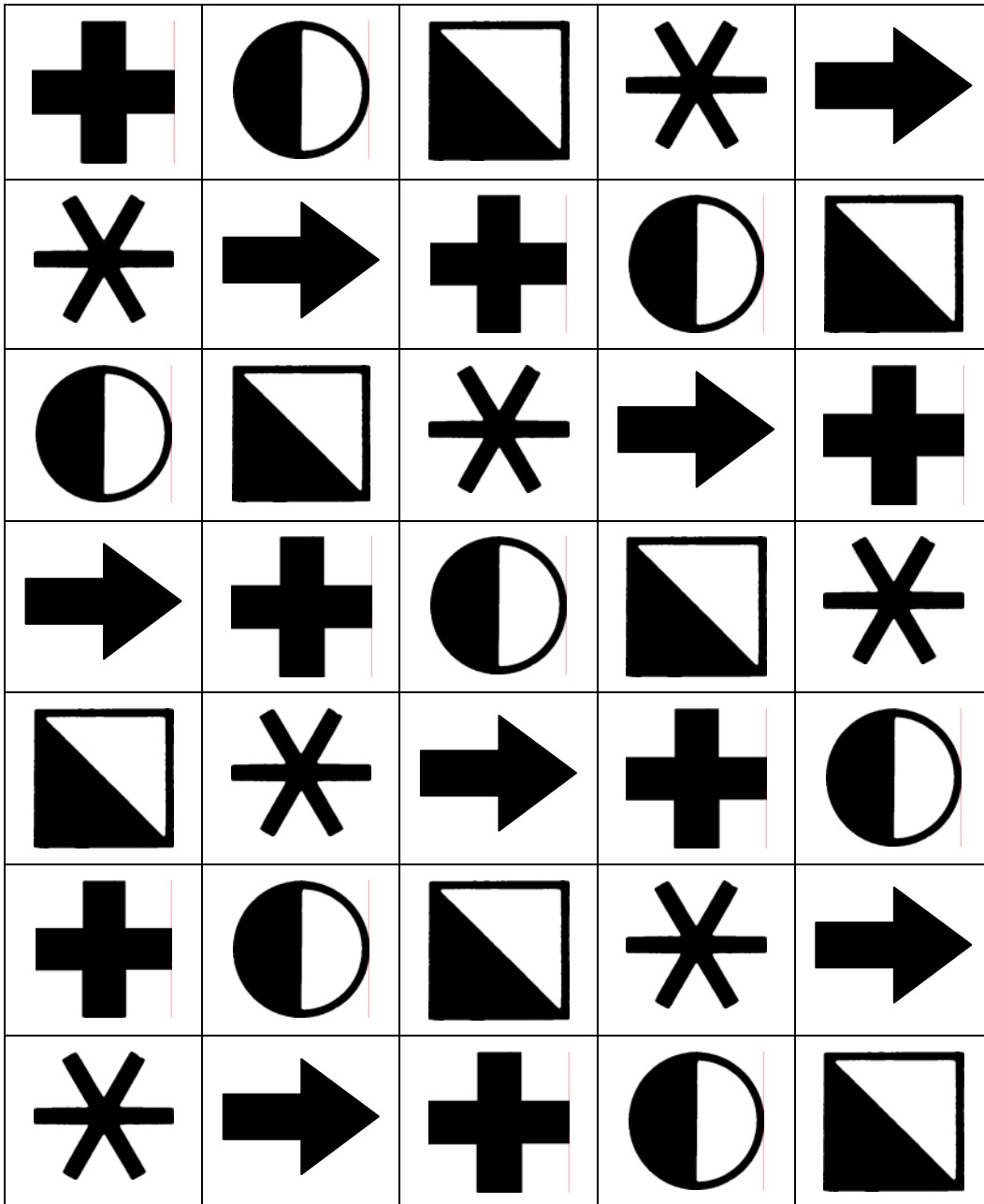
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Scale         | <input type="checkbox"/> Reference Frame    | <input checked="" type="checkbox"/> Representation |
| <input type="checkbox"/> Continuity    | <input type="checkbox"/> Boundedness        | <input type="checkbox"/> Invariance/Symmetry       |
| <input type="checkbox"/> Equivalence   | <input type="checkbox"/> General/Particular | <input type="checkbox"/> Contradiction             |
| <input type="checkbox"/> Use of Limits | <input type="checkbox"/> Approximation      | <input type="checkbox"/> Other                     |

1.



2. Dependent on grade level, students may use phrases such as “I did the crosswise pattern heart, circle, square, triangle” or “The pattern is the same up and down”. Older students may notice the repeating diagonal which runs from lower left to top right.

3.



4. Again, dependent on grade level, descriptive responses could be “the up and down pattern is cross, star, circle, arrow, square”, or “each crosswise row starts with the fourth shape from the row above”, or “every diagonal has the shapes in order”.

	partial level (1 or 2)	full level (3)
<b>Modeling/ Formulating</b> (weight: 0)		
<b>Transforming/ Manipulating</b> (weight: 0)		
<b>Inferring/ Drawing Conclusions</b> (weight: 2)	Student is able to correctly identify extend the pattern for some parts of question <b>1</b> and <b>3</b> .	Student is able to correctly identify and extend the pattern for both questions <b>1</b> and <b>3</b> .
<b>Communicating</b> (weight: 2)	Shapes are not drawn clearly. Prose explanation for questions <b>2</b> and <b>4</b> are incomplete and/or unclear.	Shapes are clearly drawn and shaded. Prose explanation for questions <b>2</b> and <b>4</b> are complete and clear.