Math Domain

☐ Number/Quantity	☑ Shape/Space	☑ Function/Pattern
☐ Chance/Data	☐ Arrangement	

Math Actions (possible weights: 0 through 4)

☐ 0 Modeling/Formulating	☐ 1 Manipulating/Transforming
☐ 2 Inferring/Drawing Conclusions	☐ 2 Communicating

Math Big Ideas

☐ Scale	☐ Reference Frame	☐ Representation
☐ Continuity	☐ Boundedness	☑ Invariance/Symmetry
☑ Equivalence	☐ General/Particular	☐ Contradiction
☐ Use of Limits	☐ Approximation	☐ Other

The two patterns that appear in the roll of stickers are:

- The colors of the stickers alternate between black and white.

- The shapes of the stickers repeat in a 5-shape cycle: square, circle, star, triangle, oval.

The three blank spaces should be filled with a white star, a black square, and a white triangle.

	partial level (1 or 2)	full level (3)
Modeling/ Formulating (weight: 0)		
Transforming/ Manipulating (weight: 1)	Some but not all of the stickers are correctly drawn.	All of the stickers are correctly drawn. **OR** The stickers drawn are incorrect but entirely consistent with the student's verbal description of a pattern.
Inferring/ Drawing Conclusions (weight: 2)	The student shows evidence of having discovered only one of the two patterns (color or shape).	The student shows evidence of having discovered both of the patterns (color and shape).
Communicating (weight: 2)	The student's verbal descriptions of the patterns are somewhat understandable but not well-written.	The student's verbal descriptions of the patterns are well-written.