Mathematics Grade 6 Patterns (P)				
Outcome	**1 - Beginning** The student is having difficulty demonstrating an understanding of the concept.	**2 – Approaching** The student is developing an understanding of the concept.	**3 – Meeting** The student consistently demonstrates an understanding of the concept or has achieved the concept.	**4- Exemplary** The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
P6.1 **I can extend understanding of patterns and relationships in tables of values and graphs. [C, CN, PS, R]**	• **With help,** I can create a table of values for a concrete or visual pattern.	• I can create a table of values **OR** a graph for a **concrete or visual pattern**.	• I can create a table of values **AND** a graph for a concrete or visual pattern **AND** for a given **equation**.	• I can identify and explain errors in a given graph and table of values.
Comments				

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P6.2 **I can extend understanding of preservation of equality concretely, pictorially, physically, and symbolically. [C, CN, R]**	• I can **model** the preservation of equality for addition, subtraction, multiplication, **OR** division concretely, pictorially, physically, **OR** symbolically.	• I can **model** the preservation of equality for addition, subtraction, multiplication, **AND** division concretely, pictorially, physically, **OR** symbolically.	• I can **model AND explain** the preservation of equality for addition, subtraction, multiplication, **AND** division concretely, pictorially, physically, **AND** symbolically.	• I can **model** and **explain** the preservation of equality for addition, subtraction, multiplication, **and** division by creating equivalent equations and recording them symbolically.
Comments				

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P6.3 **I can extend understanding of patterns and relationships by using expressions and equations involving variables.** **[C, CN, R]**	• I can define perimeter.	• I can **calculate** the perimeter of a rectangle by measuring or using given measurements.	• I can **determine** the formula for finding the perimeter of any rectangle.	• I can **apply** my own formula to determine the perimeter of any rectangle.
	• I can define area.	• I can **calculate** the area of a rectangle by measuring or using given measurements.	• I can **determine** the formula for finding the area of any rectangle.	• I can **apply** my own formula to determine the area of any rectangle.
	• I can fill in missing entries on a given table of values.	• I can **solve** a word problem with a given table of values.	• I can **solve** a word problem that **includes** a table of values **in the solution.**	• I can **create and solve** a word problem that includes a table of values in the solution.
	• I can **define** a variable.	• I can **solve** a question containing a variable.	• I can **develop** equations using a variable.	• I can **develop** equations using a variable, and **create a story for that equation.**
	• I can **define** the commutative property.	• I can **create** addition and multiplication examples of the commutative property.	• I can **develop** equations that illustrate the commutative property of addition and multiplication.	• I can develop and **justify** equations using letter variables that illustrate the commutative property of addition and multiplication (e.g., a + b = b + a or a × b = b × a).
Comments				