

Mid Stage 1 Mathematics – Making Number Patterns – Grade C

2	4	6	8	10	12	14	16	18						
I	S	t	a	r	t	e	d	a	t	2				
o	n	d	w	e	n	t	o	n	g	o	i	n	g	
b	y	c	o	u	n	t	i	n	g	b	y	2	s.	
20	22	24	26	28	32	34	36	38						
3	6	9	12	15	18	21	24	27						

Simple number patterns have been created and some mathematical language has been used to describe them but no generalisations about number relationships have been made

Grade Commentary

Jules has demonstrated an adequate level of competence in creating, continuing and describing number patterns. To develop further, Jules could create more complex increasing and decreasing patterns, and provide better mathematical descriptions. A pattern that counts between the multiples could also have been used to answer Question 4.

This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard.