

Student Name: _____**Class:** _____**Student ID:** _____**Date:** {{DATE}}

Assessment Details

Duration: 20 minutes	Total Marks: 20
Topics Covered:	<ul style="list-style-type: none">• Patterns in Shapes• Number Sequences• Visual Identification

Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Use the space provided for your answers.
4. If you need more space, use the additional pages at the end.
5. Time management is crucial - allocate approximately 1 minute per mark.

Section A: Multiple Choice [5 marks]

Question 1

[1 mark]

Identify the next shape in the pattern: Circle, Square, Circle, Square, _____

A) Triangle

B) Circle

C) Square

D) Rectangle

Question 2

[1 mark]

What comes next in the sequence: 2, 5, 8, 11, 14, _____

A) 15

B) 17

C) 18

D) 20

Question 3

[1 mark]

Identify the next shape in the sequence: Red Circle, Blue Square, Red Circle, Blue Square, _____

A) Red Triangle

B) Blue Circle

C) Red Circle

D) Blue Square

Question 4

[4 marks]

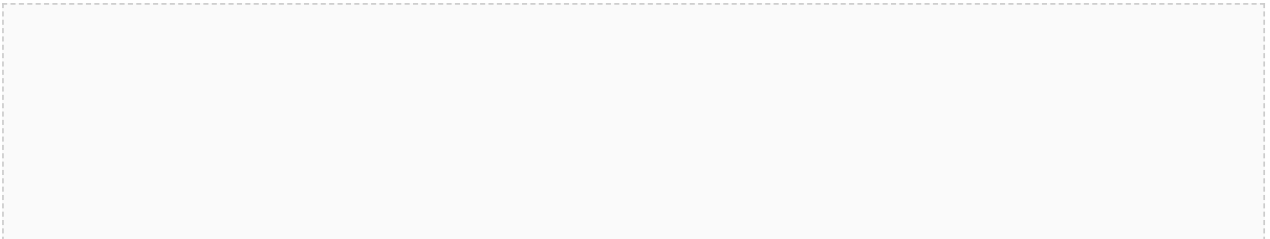
Description the pattern in the following sequence: 1, 2, 4, 8, 16. How would you predict the next number in the sequence?



Question 5

[4 marks]

Create a simple pattern using shapes (e.g., circles, squares, triangles) and describe it. Ensure your pattern follows a clear sequence or repetition.



Question 6

[3 marks]

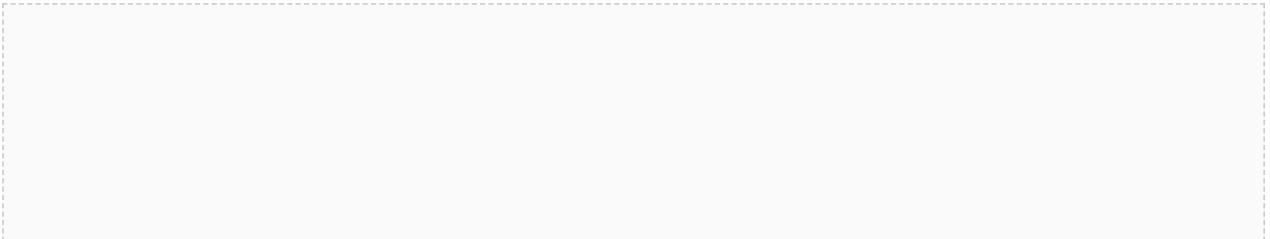
Identify and circle the patterns in the following shapes: A series of alternating circles and squares, A sequence of increasing sizes of triangles



Question 7

[4 marks]

Complete the pattern by drawing the next shape: A sequence of shapes where each row adds one more shape than the previous row



The assessment will be marked as follows:

- Multiple Choice Questions: 1 point for each correct answer
- Short Answer Questions:
 - Pattern Description: 1 point for identifying the pattern, 1 point for predicting the next number correctly
 - Pattern Creation: 1 point for creating a pattern, 1 point for describing the pattern correctly
- Visual Identification:
 - Pattern Identification: 1 point for each correct identification
 - Pattern Completion: 2 points for correctly completing the pattern

Implementation Guidelines

Time Allocation: 20 minutes total (Section 1: 5 minutes, Section 2: 8 minutes, Section 3: 7 minutes)

Administration Tips: Ensure all students have the necessary materials (pencils, erasers, paper). For students with visual impairments, provide Braille or large print versions of the assessment. For students with mobility impairments, consider providing digital versions of the assessment that can be completed on a tablet or computer.

Differentiation Options

For Advanced Learners: Provide more complex patterns or ask them to create their own pattern and explain its rule.

For Struggling Learners: Offer visual aids or simplify the patterns. Provide one-on-one assistance during the assessment.

The assessment aligns with the following Bloom's Taxonomy levels:

- Knowledge/Remembering: Identifying patterns, recalling sequence rules
- Comprehension/Understanding: Describing patterns, explaining sequence rules
- Application/Applying: Completing patterns, predicting next elements
- Analysis/Analyzing: Identifying patterns in complex sequences
- Synthesis/Creating: Creating new patterns, explaining their rules
- Evaluation/Evaluating: Justifying predictions, evaluating pattern completeness

The assessment incorporates the following multiple intelligence approaches:

- Visual-Spatial: Visual identification and completion of patterns
- Logical-Mathematical: Understanding and predicting sequences
- Linguistic: Describing patterns in words
- Bodily-Kinesthetic: Using physical shapes to create and demonstrate patterns

Clear Success Criteria

Students will be considered successful if they can:

- Identify and describe simple patterns
- Predict the next element in a sequence
- Apply pattern recognition to solve simple problems

Evidence of student learning will be collected through:

- Observations during the assessment
- Review of student answers and creations
- Feedback from students on their thought processes

Feedback Opportunities

Feedback will be provided:

- Immediately during the assessment for multiple-choice questions
- After the assessment on short-answer and visual identification tasks, highlighting strengths and areas for improvement