

Standard: Know and apply the properties of integer exponents to generate equivalent expressions.														
0	1	2	3	4										
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt: simplifying an expression that contains two or more terms with the same base using all the properties of exponents, and know that the multiplication and division properties will only work when the base is the same.	The student will partially: simplify an expression that contains two or more terms with the same base using all the properties of exponents, and know that the multiplication and division properties will only work when the base is the same.	The student will accurately: simplify an expression that contains two or more terms with the same base using all the properties of exponents, and know that the multiplication and division properties will only work when the base is the same.	The student will justify how to: simplify an expression that contains two or more terms with the same base using all the properties of exponents, and know that the multiplication and division properties will only work when the base is the same.										
<table border="1" style="width: 100%; text-align: right;"> <tr> <td>Exceeds Standard Expectation:</td> <td>4</td> </tr> <tr> <td>Meets Standard Expectation:</td> <td>3</td> </tr> <tr> <td>Approaching Standard Expectation:</td> <td>2</td> </tr> <tr> <td>Not Meeting Standard Expectation:</td> <td>1</td> </tr> <tr> <td>No Evidence at this Time:</td> <td>0</td> </tr> </table>					Exceeds Standard Expectation:	4	Meets Standard Expectation:	3	Approaching Standard Expectation:	2	Not Meeting Standard Expectation:	1	No Evidence at this Time:	0
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Standard: Explain why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to explain why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.	The student will partially explain why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.	The student will accurately explain why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.	The student will justify why the slope (m) is the same between any two distinct points on a non-vertical line in the Cartesian coordinate plane.

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time:	0

Standard: Derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to write an equation in slope-intercept form when given a table of values, a linear graph, two-points on a line, a real-world situation, the slope and y-intercept of a line, and slope and one point on the line.	The student will partially write an equation in slope-intercept form when given a table of values, a linear graph, two-points on a line, a real-world situation, the slope and y-intercept of a line, and slope and one point on the line.	The student will accurately write an equation in slope-intercept form when given a table of values, a linear graph, two-points on a line, a real-world situation, the slope and y-intercept of a line, and slope and one point on the line.	The student will justify how to write an equation in slope-intercept form when given a table of values, a linear graph, two-points on a line, a real-world situation, the slope and y-intercept of a line, and slope and one point on the line.

Exceeds Standard Expectation:	4
Meets Standard Expectation:	3
Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard: Create and identify linear equations with one solution, infinitely many solutions or no solutions.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to: give examples of linear equations with one solution, infinitely many solutions or no solutions, and identify linear equations with one solution, infinitely many solutions or no solutions.	The student will partially: give examples of linear equations with one solution, infinitely many solutions or no solutions, and identify linear equations with one solution, infinitely many solutions or no solutions.	The student will accurately: give examples of linear equations with one solution, infinitely many solutions or no solutions, and identify linear equations with one solution, infinitely many solutions or no solutions.	The student will justify how to: give examples of linear equations with one solution, infinitely many solutions or no solutions, and identify linear equations with one solution, infinitely many solutions or no solutions.

Exceeds Standard Expectation	4
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Standard: Solve linear equations and inequalities with rational number coefficients, including equations and inequalities whose solutions require expanding expressions using the distributive property and combining like terms.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to: solve linear equations with rational number coefficients in one variable with or without the distributive property and combining like terms, and solve linear inequalities with rational number coefficients in one variable with or without the distributive property and combining like terms.	The student will partially: solve linear equations with rational number coefficients in one variable with or without the distributive property and combining like terms, and solve linear inequalities with rational number coefficients in one variable with or without the distributive property and combining like terms.	The student will accurately: solve linear equations with rational number coefficients in one variable with or without the distributive property and combining like terms, and solve linear inequalities with rational number coefficients in one variable with or without the distributive property and combining like terms.	The student will justify how to: solve linear equations with rational number coefficients in one variable with or without the distributive property and combining like terms, and solve linear inequalities with rational number coefficients in one variable with or without the distributive property and combining like terms.

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Approaching Standard Expectation:	2
Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard: Graph systems of linear equations and recognize the intersection as the solution to the system.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to graph systems of linear equations, and recognize the intersection of two linear equations as the solution to a system.	The student will partially graph systems of linear equations, and recognize the intersection of two linear equations as the solution to a system.	The student will accurately graph systems of linear equations, and recognize the intersection of two linear equations as the solution to a system.	The student will justify how to graph systems of linear equations, and recognize the intersection of two linear equations as the solution to a system

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Standard: Explain why solution(s) to a system of two linear equations in two variables correspond to point(s) of intersection of the graphs.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to: explain why two lines that never intersect will have no solution, two lines that intersect at all points will have infinitely many solutions, and why two lines that intersect at one point will have one solution, and when given a real-world context that can be modeled with a system of equations with one solution, the student will be able to explain what the solution (x, y) values represent.	The student will partially: explain why two lines that never intersect will have no solution, two lines that intersect at all points will have infinitely many solutions, and why two lines that intersect at one point will have one solution, and when given a real-world context that can be modeled with a system of equations with one solution, the student will be able to explain what the solution (x, y) values represent.	The student will accurately: explain why two lines that never intersect will have no solution, two lines that intersect at all points will have infinitely many solutions, and why two lines that intersect at one point will have one solution, and when given a real-world context that can be modeled with a system of equations with one solution, the student will be able to explain what the solution (x, y) values represent.	The student will justify: why two lines that never intersect will have no solution, two lines that intersect at all points will have infinitely many solutions, and why two lines that intersect at one point will have one solution, and when given a real-world context that can be modeled with a system of equations with one solution, the student will be able to explain what the solution (x, y) values represent.

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Standard: Explain why systems of linear equations can have one solution, no solution or infinitely many solutions.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to explain why two linear equations with the same slope and different y-intercepts would have no solution, explain why two linear equations with the same slope and y-intercept would have infinitely many solutions, and explain why two linear equations with different slopes would have one solution.	The student will partially explain why two linear equations with the same slope and different y-intercepts would have no solution, explain why two linear equations with the same slope and y-intercept would have infinitely many solutions, and explain why two linear equations with different slopes would have one solution.	The student will accurately explain why two linear equations with the same slope and different y-intercepts would have no solution, explain why two linear equations with the same slope and y-intercept would have infinitely many solutions, and explain why two linear equations with different slopes would have one solution.	The student will justify why two linear equations with the same slope and different y-intercepts would have no solution, explain why two linear equations with the same slope and y-intercept would have infinitely many solutions, and explain why two linear equations with different slopes would have one solution.

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Standard: Solve systems of two linear equations.					
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to solve systems of two linear equations in two variables algebraically.	The student will partially solve systems of two linear equations in two variables algebraically.	The student will accurately solve systems of two linear equations in two variables algebraically.	The student will justify how to solve systems of two linear equations in two variables algebraically.	

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Standard: Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to describe the effect of dilations on two-dimensional figures using coordinates, describe the effect of rotations on two-dimensional figures using coordinates, describe the effect of reflections on two-dimensional figures using coordinates, and describe the effect of translations on two-dimensional figures using coordinates.	The student will partially describe the effect of dilations on two-dimensional figures using coordinates, describe the effect of rotations on two-dimensional figures using coordinates, describe the effect of reflections on two-dimensional figures using coordinates, and describe the effect of translations on two-dimensional figures using coordinates.	The student will accurately describe the effect of dilations on two-dimensional figures using coordinates, describe the effect of rotations on two-dimensional figures using coordinates, describe the effect of reflections on two-dimensional figures using coordinates, and describe the effect of translations on two-dimensional figures using coordinates.	The student will justify the effects of dilations on two-dimensional figures using coordinates, describe the effect of rotations on two-dimensional figures using coordinates, describe the effect of reflections on two-dimensional figures using coordinates, and describe the effect of translations on two-dimensional figures using coordinates.

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Standard:		Use models to demonstrate a proof of the Pythagorean Theorem and its converse.													
0	1	2	3	4											
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not present during the assessment	The student will attempt to use models to demonstrate a proof of the Pythagorean Theorem and the converse of the Pythagorean Theorem; models can include pictorial, graphic as well as equations.	The student will partially use models to demonstrate a proof of the Pythagorean Theorem and the converse of the Pythagorean Theorem; models can include pictorial, graphic as well as equations.	The student will accurately use models to demonstrate a proof of the Pythagorean Theorem and the converse of the Pythagorean Theorem; models can include pictorial, graphic as well as equations.	The student will justify the use models to demonstrate a proof of the Pythagorean Theorem and the converse of the Pythagorean Theorem; models can include pictorial, graphic as well as equations.	<table border="1"> <tr> <td>Exceeds Standard Expectation:</td> <td>4</td> </tr> <tr> <td>Meets Standard Expectation:</td> <td>3</td> </tr> <tr> <td>Approaching Standard Expectation:</td> <td>2</td> </tr> <tr> <td>Not Meeting Standard Expectation:</td> <td>1</td> </tr> <tr> <td>No Evidence at this Time</td> <td>0</td> </tr> </table>	Exceeds Standard Expectation:	4	Meets Standard Expectation:	3	Approaching Standard Expectation:	2	Not Meeting Standard Expectation:	1	No Evidence at this Time	0
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Standard: "Understand the concepts of surface area of a pyramid and find the surface area of a pyramid.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will partially understand the concept of surface area of a pyramid, and will find the surface area of a pyramid.	The student will partially understand the concept of surface area of a pyramid, and will find the surface area of a pyramid.	The student will accurately understand the concept of surface area of a pyramid, and will find the surface area of a pyramid.	The student will justify the concept of surface area of a pyramid, and will find the surface area of a pyramid

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Standard: "Understand the concepts of volume and find the volume of pyramids, cones and spheres."				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	he student will attempt to understand the concept of volume of pyramids, of cones, and of spheres, and be able to find the volume of pyramids, of cones, and of spheres.	he student will partially understand the concept of volume of pyramids, of cones, and of spheres, and be able to find the volume of pyramids, of cones, and of spheres.	The student will accurately understand the concept of volume of pyramids, of cones, and of spheres, and be able to find the volume of pyramids, of cones, and of spheres.	The student will justify the concept of volume of pyramids, of cones, and of spheres, and be able to find the volume of pyramids, of cones, and of spheres.

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard: Interpret the parameters of a linear model of bivariate measurement data to solve problems.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt use the equation for the line of best fit to solve problems in the context of a bivariate measurement data set., and will interpret the slope and y-intercept in the line of best fit to solve problems in the context of a bivariate measurement data set.	The student will partially use the equation for the line of best fit to solve problems in the context of a bivariate measurement data set., and will interpret the slope and y-intercept in the line of best fit to solve problems in the context of a bivariate measurement data set.	The student will accurately use the equation for the line of best fit to solve problems in the context of a bivariate measurement data set., and will interpret the slope and y-intercept in the line of best fit to solve problems in the context of a bivariate measurement data set.	The student will justify the use the equation for the line of best fit to solve problems in the context of a bivariate measurement data set., and will interpret the slope and y-intercept in the line of best fit to solve problems in the context of a bivariate measurement data set.

Exceeds Standard Expectati	4
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Approaching Standard Expe	2
Not Meeting Standard Expec	1
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Standard: Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.	The student will partially construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.	The student will accurately construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.	The student will justify constructing and interpreting a two-way table summarizing data on two categorical variables collected from the same subjects.

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard: Determine if a relation is a function.					
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to determine if a relation is a function by using multiple representations, such as a mapping diagram, a set of ordered pairs, a table and/or a graph.	The student will partially determine if a relation is a function by using multiple representations, such as a mapping diagram, a set of ordered pairs, a table and/or a graph.	The student will accurately determine if a relation is a function by using multiple representations, such as a mapping diagram, a set of ordered pairs, a table and/or a graph.	The student will justify how to determine if a relation is a function by using multiple representations, such as a mapping diagram, a set of ordered pairs, a table and/or a graph.	

Exceeds Standard Expectati	4
Meets Standard Expectation:	3
Approaching Standard Expe	2
Not Meeting Standard Expec	1
No Evidence at this Time	0

Standard: Compare characteristics of two functions each represented in a different way.					
0	1	2	3	4	
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to compare the slope (rate of change) and the y-intercept (initial value) of two functions represented in a different way.	The student will partially compare the slope (rate of change) and the y-intercept (initial value) of two functions represented in a different way.	The student will accurately compare the slope (rate of change) and the y-intercept (initial value) of two functions represented in a different way.	The student will justify comparing the slope (rate of change) and the y-intercept (initial value) of two functions represented in a different way.	

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Not Meeting Standard Expectation:	1
No Evidence at this Time	0

Standard:		Explain the parameters of a linear function based on the context of a problem.				
0	1	2	3	4		
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to: explain that the slope is the constant rate of change and describe what this means in the context of a given situation, and explain that the initial value is the y-intercept and describe what this means in the context of a given situation.	The student will partially: explain that the slope is the constant rate of change and describe what this means in the context of a given situation, and explain that the initial value is the y-intercept and describe what this means in the context of a given situation.	The student will accurately: explain that the slope is the constant rate of change and describe what this means in the context of a given situation, and explain that the initial value is the y-intercept and describe what this means in the context of a given situation.	The student will justify: that the slope is the constant rate of change and describe what this means in the context of a given situation, and that the initial value is the y-intercept and describe what this means in the context of a given situation.		

Exceeds Standard Expectati	4
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Standard: Describe the functional relationship between two quantities from a graph or a verbal description.				
0	1	2	3	4
No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment	The student will attempt to: describe the functional relationship between two quantities from a graph, and sketch a graph when given a description of the functional relationship.	The student will partially: describe the functional relationship between two quantities from a graph, and sketch a graph when given a description of the functional relationship.	The student will accurately: describe the functional relationship between two quantities from a graph, and sketch a graph when given a description of the functional relationship.	The student will justify: the functional relationship between two quantities from a graph, and sketch a graph when given a description of the functional relationship.

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Meets Standard Expectation:	3
Approaching Standard Expe	2
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