

Standard:		Determine when two quantities are in a proportional relationship.			
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 two quantities are proportional from an equation, list, graph or table of values, and determine if two quantities are proportional from a context.	The student will partially determine if two quantities are proportional from an equation, list, graph or table of values and determine if two quantities are proportional from a context.	The student will accurately determine if two quantities are proportional from an equation, list, graph or table of values, and determine if two quantities are proportional from a context.	The student will justify the determination if two quantities are proportional from an equation, list, graph or table of values, and determine if two quantities are proportional from a context.	

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

Standard: Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.				
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 what a point (x, y) on the graph of a proportional relationship means in terms of the situation, explain what the point (0, 0) represents on the graph in terms of the situation, understand that r is the unit rate in the ordered pair (1, r), and units as way of explaining a proportional relationship.	The student will partially explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, explain what the point (0, 0) represents on the graph in terms of the situation, understand that r is the unit rate in the ordered pair (1, r), and units as way of explaining a proportional relationship.	The student will accurately explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, explain what the point (0, 0) represents on the graph in terms of the situation, understand that r is the unit rate in the ordered pair (1, r), and units as way of explaining a proportional relationship.	The student will justify the explanation what a point (x, y) on the graph of a proportional relationship means in terms of the situation, explain what the point (0, 0) represents on the graph in terms of the situation, understand that r is the unit rate in the ordered pair (1, r), and units as way of explaining a proportional relationship.

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

Standard: Solve problems involving ratios, rates, percentages and proportional relationships.						
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 problems involving ratios, rates, percentages (including percent increase/decrease and percent of the error) and proportional relationships, use units as a way of describing the problem.	The student will partially solve problems involving ratios, rates, percentages (including percent increase/decrease and percent of the error) and proportional relationships, use units as a way of describing the problem.	The student will accurately solve problems involving ratios, rates, percentages (including percent increase/decrease and percent of the error) and proportional relationships, use units as a way of describing the problem.	The student will justify the solution to problems involving ratios, rates, percentages (including percent increase/decrease and percent of the error) and proportional relationships, use units as a way of describing the problem.	Exceeds Standard Expectation	4
					Meets Standard Expectation	3
					Approaching Standard Expectation	2
					Not Meeting Standard Expectation	1
					No Evidence at this Time	0

Standard: Describe situations and show that a number and its opposite have a sum of 0 (additive inverses).				
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 additive inverses, describe situations involving additive inverses, use a number line to show that the sum of a number and its opposite is zero, explain why the sum of a number and its additive inverse is zero, and understand the concept of additive inverses.	The student will partially give examples of additive inverses, describe situations involving additive inverses, use a number line to show that the sum of a number and its opposite is zero, explain why the sum of a number and its additive inverse is zero, and understand the concept of additive inverses.	The student will accurately give examples of additive inverses, describe situations involving additive inverses, use a number line to show that the sum of a number and its opposite is zero, explain why the sum of a number and its additive inverse is zero, and understand the concept of additive inverses.	The student will justify given examples of additive inverses, describe situations involving additive inverses, use a number line to show that the sum of a number and its opposite is zero, explain why the sum of a number and its additive inverse is zero, and understand the concept of additive inverses.

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

Standard:		Interpret sums and differences of rational numbers.					
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 interpret sums and differences of rational numbers, and interpret sums and differences of rational numbers in real-world contexts.	The student will partially interpret sums and differences of rational numbers, and interpret sums and differences of rational numbers in real-world contexts.	The student will accurately interpret sums and differences of rational numbers, and interpret sums and differences of rational numbers in real-world contexts.	The student will justify interpretation of sums and differences of rational numbers, and interpret sums and differences of rational numbers in real-world contexts.	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 that a number and its reciprocal have a product of 1 (multiplicative inverse).					
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 find the reciprocal of any non-zero rational number, understand that a number and its reciprocal have a product of one, and understand that if the product of two numbers is one then the numbers are multiplicative inverses.	The student will partially find the reciprocal of any non-zero rational number, understand that a number and its reciprocal have a product of one, and understand that if the product of two numbers is one then the numbers are multiplicative inverses.	The student will accurately find the reciprocal of any non-zero rational number, understand that a number and its reciprocal have a product of one, and understand that if the product of two numbers is one then the numbers are multiplicative inverses.	The student will justify the reciprocal of any non-zero rational number, understand that a number and its reciprocal have a product of one, and understand that if the product of two numbers is one then the numbers are multiplicative inverses.	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 products and quotients of rational numbers by describing real-world contexts.				
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 problems involving multiplication and division of rational numbers, and interpret products and quotients of rational numbers by describing real-world contexts	The student will partially solve problems involving multiplication and division of rational numbers, and interpret products and quotients of rational numbers by describing real-world contexts	The student will accurately solve problems involving multiplication and division of rational numbers, and interpret products and quotients of rational numbers by describing real-world contexts	The student will justify the solution to problems involving multiplication and division of rational numbers, and interpret products and quotients of rational numbers by describing real-world contexts	Exceeds Standard Expectation	4
					Meets Standard Expectation	3
					Approaching Standard Expectation	2
					Not Meeting Standard Expectation	1
					No Evidence at this Time	0

Standard: Solve problems involving the four arithmetic operations with rational numbers.					
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 add, subtract, multiply, and divide rational numbers and solve real-world problems using the four arithmetic operations with rational numbers.	The student will partially add, subtract, multiply, and divide rational numbers and solve real-world problems using the four arithmetic operations with rational numbers.	The student will accurately add, subtract, multiply, and divide rational numbers and solve real-world problems using the four arithmetic operations with rational numbers.	The student will justify the solution to add, subtract, multiply, and divide rational numbers and solve real-world problems using the four arithmetic operations with rational numbers.	Exceeds Standard Expectation: <input type="text" value="4"/>
					Meets Standard Expectation: <input type="text" value="3"/>
					Approaching Standard Expectation: <input type="text" value="2"/>
					Not Meeting Standard Expectation: <input type="text" value="1"/>
					No Evidence at this Time: <input type="text" value="0"/>

Standard: Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients.				
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 understand and apply properties of operations to simplify linear algebraic expressions with rational coefficients, find common multiples in algebraic expressions, and understand and apply properties of operations to factor linear algebraic expressions with rational coefficients.	The student will partially understand and apply properties of operations to simplify linear algebraic expressions with rational coefficients, find common multiples in algebraic expressions, and understand and apply properties of operations to factor linear algebraic expressions with rational coefficients.	The student will accurately understand and apply properties of operations to simplify linear algebraic expressions with rational coefficients, find common multiples in algebraic expressions, and understand and apply properties of operations to factor linear algebraic expressions with rational coefficients.	The student will justify the understanding and application of properties of operations to simplify linear algebraic expressions with rational coefficients, find common multiples in algebraic expressions, and understand and apply properties of operations to factor linear algebraic expressions with rational coefficients.

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

Standard:		Understand how to use equivalent expressions to clarify quantities in 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 use equivalent expressions (including numeric and algebraic) to clarify quantities in a problem, and recognize and combine like terms (including expressions with numeric and/or algebraic).	The student will partially use equivalent expressions (including numeric and algebraic) to clarify quantities in a problem, and recognize and combine like terms (including expressions with numeric and/or algebraic).	The student will accurately use equivalent expressions (including numeric and algebraic) to clarify quantities in a problem, and recognize and combine like terms (including expressions with numeric and/or algebraic).	The student will justify the use of equivalent expressions (including numeric and algebraic) to clarify quantities in a problem, and recognize and combine like terms (including expressions with numeric and/or algebraic).	Exceeds Standard Expectation	4	
					Meets Standard Expectation	3	
					Approaching Standard Expectation	2	
					Not Meeting Standard Expectation	1	
					No Evidence at this Time	0	

Standard: Assess the reasonableness of answers using mental computation and estimation strategies.				
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 use mental computation and estimation strategies, in order to assess the reasonableness of their answers when solving problems.	The student will partially use mental computation and estimation strategies, in order to assess the reasonableness of their answers when solving problems.	The student will accurately use mental computation and estimation strategies, in order to assess the reasonableness of their answers when solving problems.	The student will justify the use of mental computation and estimation strategies, in order to assess the reasonableness of their answers when solving problems.

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

Standard:		Write and/or solve two-step equations of the form $px + q = r$ and $p(x + q) = r$, where p , q and r are rational numbers, and interpret the meaning of the solution in the context of the problem.			
0	1	2	3	4	
<p>No evidence given - not a missing assignment - student attempt, but nothing was produced - student was not absent during the assessment</p>	<p>The student will attempt to write and solve two-step equations involving the four operations on rational numbers, including those with the distributive property and with the unknown in all positions, and interpret the meaning of the solution in the two-step equation in the context of the problem.</p>	<p>The student will partially write and solve two-step equations involving the four operations on rational numbers, including those with the distributive property and with the unknown in all positions, and interpret the meaning of the solution in the two-step equation in the context of the problem.</p>	<p>The student will accurately write and solve two-step equations involving the four operations on rational numbers, including those with the distributive property and with the unknown in all positions, and interpret the meaning of the solution in the two-step equation in the context of the problem.</p>	<p>The student will justify the writing and solving of two-step equations involving the four operations on rational numbers, including those with the distributive property and with the unknown in all positions, and interpret the meaning of the solution in the two-step equation in the context of the problem.</p>	<p>Exceeds Standard Expectation: 4</p>
					<p>Meets Standard Expectation: 3</p>
					<p>Approaching Standard Expectation: 2</p>
					<p>Not Meeting Standard Expectation: 1</p>
					<p>No Evidence at this Time: 0</p>

Standard:		Write, solve and/or graph inequalities of the form $px + q > r$ or $px + q < r$, where p , q and r are rational numbers.				
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, solve, and graph two-step inequalities with rational numbers.	The student will partially write, solve, and graph two-step inequalities with rational numbers.	The student will accurately write, solve, and graph two-step inequalities with rational numbers.	The student will justify the writing, solving, and graphing of two-step inequalities with rational numbers.		

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

Standard: Know and apply the formulas for circumference and area of circles 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 to know the formula for circumference $C = \pi d$, use the formula $C = \pi d$ to solve problems involving circumference of circles, know the formula for area of a circle $A = \pi r^2$, and use $A = \pi r^2$ to solve problems involving areas of circles.	The student will partially know the formula for circumference $C = \pi d$, use the formula $C = \pi d$ to solve problems involving circumference of circles, know the formula for area of a circle $A = \pi r^2$, and use $A = \pi r^2$ to solve problems involving areas of circles.	The student will accurately know the formula for circumference $C = \pi d$, use the formula $C = \pi d$ to solve problems involving circumference of circles, know the formula for area of a circle $A = \pi r^2$, and use $A = \pi r^2$ to solve problems involving areas of circles.	The student will justify the formula for circumference $C = \pi d$, use the formula $C = \pi d$ to solve problems involving circumference of circles, know the formula for area of a circle $A = \pi r^2$, and use $A = \pi r^2$ to solve problems involving areas of circles.	Exceeds Standard Expectation	4
					Meets Standard Expectation	3
					Approaching Standard Expectation	2
					Not Meeting Standard Expectation	1
					No Evidence at this Time	0

Standard: Find the area of triangles, quadrilaterals and other polygons composed of triangles and rectangles.				
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 students will attempt to find the area of quadrilaterals and other polygons composed of triangles and rectangles.	The students will partially find the area of quadrilaterals and other polygons composed of triangles and rectangles.	The students will accurately find the area of quadrilaterals and other polygons composed of triangles and rectangles.	The students will justify the area of quadrilaterals and other polygons composed of triangles and rectangles.

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

Standard:		Understand that generalizations from a sample are valid only if the sample is representative of the population.			
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 understand that generalizations from a sample are valid only if the sample is representative of the population.	The student will partially understand that generalizations from a sample are valid only if the sample is representative of the population.	The student will accurately understand that generalizations from a sample are valid only if the sample is representative of the population.	The student will justify that generalizations from a sample are valid only if the sample is representative of the population.	

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

Standard: Analyze different data distributions using statistical measures.									
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 analyze two different data distributions using measures of center or measures of frequency, and analyze two different data distributions using measures of variability.	The student will partially analyze two different data distributions using measures of center or measures of frequency, and analyze two different data distributions using measures of variability.	The student will accurately analyze two different data distributions using measures of center or measures of frequency, and analyze two different data distributions using measures of variability.	The student will justify the analysis of two different data distributions using measures of center or measures of frequency, and analyze two different data distributions using measures of variability.					
					Exceeds Standard Expectation		4		
					Meets Standard Expectation:		3		
					Approaching Standard Expectation:		2		
					Not Meeting Standard Expectation:		1		
					No Evidence at this Time		0		

Standard: Determine probabilities of simple events.					
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 understand the concept of a simple event, and determine the probabilities of simple events.	The student will partially understand the concept of a simple event, and determine the probabilities of simple events.	The student will accurately understand the concept of a simple event, and determine the probabilities of simple events.	The student will justify the concept of a simple event, and determine the probabilities of simple events.	Exceeds Standard Expectation: 4
					Meets Standard Expectation: 3
					Approaching Standard Expectation: 2
					Not Meeting Standard Expectation: 1
					No Evidence at this Time: 0

