Standard:	Understand a ratio as a comparison of two quantities and represent these comparisons.				
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	Students will represent a ratio as a comparison in simpletest form. Studnets will be able to write the ratio in three different forms.	Students will practically represent a ratio as a comparison of two quantities in simplest form. The student will represent ratios in three different forms: a to b, a:b or *aabb*. The student will understand that ratios can be compared whole to part, part to whole or part to part. Students will represent the comparison as a verbal model in context	The student will accurately represent a ratio as a comparison of two quantities in simplest form. The student will represent ratios in three different forms: a to b, a:b or *aabb*. The student will understand that ratios can be compared whole to part, part to whole or part to part. Students will represent the comparison as a verbal model in context	Students will justif how to represent a ratio as a comparison of two quantities in simplest form. The student will represent ratios in three different forms: a to b, a:b or *aabb*. The student will understand that ratios can be compared whole to part, part to whole or part to part. Students will represent the comparison as a verbal model in 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:	Create tables of equivalent ratios, find missing values in the tables and plot the pairs of values on 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	Students will attempt to create a ta	Students will practically create a ta	The student will be able to accurately create a table of equivalent ratios. The student will be able to find missing values in tables.The student will be able to plot the pairs of values from a table on the Cartesian coordinate plane.	Students will justify how to create

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

Standard:	Solve unit rate 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	Students will attempt to solve unit rate problems involving real world situations. The student will use a rate to determine the unit rate with the denominator of one. The student will calculate the better choice for a given situation when given two quantities/prices. The student will use unit rates and rates to determine to solve maximize and minimize problems	Students will practically to solve unit rate problems involving real world situations. The student will use a rate to determine the unit rate with the denominator of one. The student will calculate the better choice for a given situation when given two quantities/prices. The student will use unit rates and rates to determine to solve maximize and minimize problems	The student will accurately solve unit rate problems involving real world situations. The student will use a rate to determine the unit rate with the denominator of one. The student will calculate the better choice for a given situation when given two quantities/prices. The student will use unit rates and rates to determine to solve maximize and minimize problems	Students will justify how to solve unit rate problems involving real world situations. The student will use a rate to determine the unit rate with the denominator of one. The student will calculate the better choice for a given situation when given two quantities/prices. The student will use unit rates and rates to determine to solve maximize and minimize problems

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

Standard:	Solve percent 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	Students will attempt to calculate a percent of a quantity as a rate per one hundred.The student will calculate a quantity when given a percent.The student will solve problems by finding the whole given a part.The student will solve problems by finding the part given the whole.	Students will practically calculate a percent of a quantity as a rate per one hundred.The student will calculate a quantity when given a percent.The student will solve problems by finding the whole given a part.The student will solve problems by finding the part given the whole.	The student will accurately calculate a percent of a quantity as a rate per one hundred.The student will calculate a quantity when given a percent.The student will solve problems by finding the whole given a part. The student will solve problems by finding the part given the whole.	Students will justify how to calculate a percent of a quantity as a rate per one hundred.The student will calculate a quantity when given a percent.The student will solve problems by finding the whole given a part. The student will solve problems by finding the part given the whole.

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

Standard:	Convert measurement units within and between two systems of measurement.				
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	Students will attempt to covert measurement units within two systems of measurement while solving problems.The student will covert measurement units between two systems of measurement while solving problems.	Students will practically covert measurement units within two systems of measurement while solving problems.The student will covert measurement units between two systems of measurement while solving problems.	The student will accurately covert measurement units within two systems of measurement while solving problems.The student will covert measurement units between two systems of measurement while solving problems.		The students will justify how to covert measurement units within two systems of measurement while solving problems.The student will covert measurement units between two systems of measurement while solving problems.

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

Standard:	Solve problems involving division of fractions by fractions.			
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 compute quotients of fractions divided by fractions. The student will interpret quotients of fractions divided by fractions. The student will solve word problems involving division of fractions by fractions using visual representations.	Student will particailly compute quotients of fractions divided by fractions. The student will interpret quotients of fractions divided by fractions. The student will solve word problems involving division of fractions by fractions using visual representations	The student will accurately compute quotients of fractions divided by fractions. The student will interpret quotients of fractions divided by fractions. The student will solve word problems involving division of fractions by fractions using visual representations.	The students will justify how to compute quotients of fractions divided by fractions. The student will interpret quotients of fractions divided by fractions. The student will solve word problems involving division of fractions by fractions using visual representations

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

Standard:	Use the distributive property to express a sum of two whole numbers with a common factor as a multiple of a sum of two whole 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	Students will attempt to use the distributive property to decompose a sum of two whole numbers using a common factor as a multiple of a sum of two whole numbers.	The students will partictiaclly use the distributive property to decompose a sum of two whole numbers using a common factor as a multiple of a sum of two whole numbers.	The students will accurately use the distributive property to decompose a sum of two whole numbers using a common factor as a multiple of a sum of two whole numbers.	The students will justify the distributive property to decompose a sum of two whole numbers using a common factor as a multiple of a sum of two whole numbers..	

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 a number and its opposite (additive inverse) are located on opposite sides of zero on the number line.			
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	Students will attempt to understand that a number and its opposite. Students accurately locate a rational number as a point on the number line. Students can write an inteter to go with a real-world situation.	Students will parctically understand that a number and its opposite. Students accurately locate a rational number as a point on the number line. Students can write an inteter to go with a real-world situation.	Student will accurately understand that a number and its opposite. Students accurately locate a rational number as a point on the number line. Students can write an inteter to go with a real-world situation.	Students will justify understanding that a number and its opposite. Students accurately locate a rational number as a point on the number line. Students can write an inteter to go with a real-world situation.

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 the absolute value of a rational number is its distance from 0 on the number line.			
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	Students will attempt to understand that distances are always positive.The student will understand that the absolute value of a rational number is its distance from zero on the number line.The student will accurately interpret absolute value as a quantity for a positive or negative amount in real-world situations. The student will calculate the absolute value of integers.	Students will practicially understand that distances are always positive.The student will understand that the absolute value of a rational number is its distance from zero on the number line.The student will accurately interpret absolute value as a quantity for a positive or negative amount in real-world situations. The student will calculate the absolute value of integers..	The student will accurately understand that distances are always positive.The student will understand that the absolute value of a rational number is its distance from zero on the number line.The student will accurately interpret absolute value as a quantity for a positive or negative amount in real-world situations. The student will calculate the absolute value of integers.	The student will justify understanding that distances are always positive.The student will understand that the absolute value of a rational number is its distance from zero on the number line.The student will accurately interpret absolute value as a quantity for a positive or negative amount in real-world situations. The student will calculate the absolute value of integers.

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

Standard:	Extend prior knowledge to generate equivalent representations of rational numbers between fractions, decimals and percentages (limited to terminating decimals and/or benchmark fractions of 1/3 and 2/3).			
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	Students will attempt generate equivalent representations of rational numbers between fractions, decimals and percentages.The student will convert fractions to decimals.The student will convert decimals to fractions.The student will convert a fraction to a percent and vice versa. The student will convert a decimal to a percent and vice versa.	Students practical generate equivalent representations of rational numbers between fractions, decimals and percentages. The student will convert fractions to decimals.The student will convert decimals to fractions.The student will convert a fraction to a percent and vice versa. The student will convert a decimal to a percent and vice versa..	The student will accurately generate equivalent representations of rational numbers between fractions, decimals and percentages.The student will convert fractions to decimals.The student will convert decimals to fractions.The student will convert a fraction to a percent and vice versa. The student will convert a decimal to a percent and vice versa.	Students will justify how to generate equivalent representations of rational numbers between fractions, decimals and percentages. The student will convert fractions to decimals.The student will convert decimals to fractions.The student will convert a fraction to a percent and vice versa. The student will convert a decimal to a percent and vice versa.

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

Standard:	Describe the difference between an expression and an equation.			
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 describe the difference between an expression and an equation. •Equation contains two quantities that are equal to each other (e.g., 2x=10)•Expressions do not contain an equal sign (e.g., x-10) The student will include two quantities with an equal sign between the quantities, when asked to write an equation.	The students will practically describe the difference between an expression and an equation. •Equation contains two quantities that are equal to each other (e.g., 2x=10)•Expressions do not contain an equal sign (e.g., x-10) The student will include two quantities with an equal sign between the quantities, when asked to write an equation.	The student will accurately describe the difference between an expression and an equation. •Equation contains two quantities that are equal to each other (e.g., 2x=10)•Expressions do not contain an equal sign (e.g., x-10) The student will include two quantities with an equal sign between the quantities, when asked to write an equation.	The students will justify how to describe the difference between an expression and an equation. •Equation contains two quantities that are equal to each other (e.g., 2x=10)•Expressions do not contain an equal sign (e.g., x-10) The student will include two quantities with an equal sign between the quantities, when asked to write an equation.

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

Standard:	Write and evaluate algebraic 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 students will attempt to write algebraic expressions to represent quantities in real-world and mathematical problems.The students will evaluate algebraic expressions.	The students will practically write algebraic expressions to represent quantities in real-world and mathematical problems.The students will evaluate algebraic expressions.	The student will accurately write algebraic expressions to represent quantities in real-world and mathematical problems.The students will evaluate algebraic expressions.	The students will justify how to write algebraic expressions to represent quantities in real-world and mathematical problems.The students will evaluate algebraic expressions.

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 the meaning of the variable in the context 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 students will attempt to identify the variable.The student will define its meaning within the context of the situation	The students will practically identify the variable.The student will define its meaning within the context of the situation	The student will accurately identify the variable.The student will define its meaning within the context of the situation.	The students will justify how to identify the variable.The student will define its meaning within the context of the situation

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

Standard:	Identify and generate equivalent algebraic expressions using mathematical properties.			
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 attempts to identify equivalent algebraic expressions resulting from the application of the properties.The students will generate equivalent algebraic expressions using mathematical properties.Students will identify or name the property used.	The students practically identify equivalent algebraic expressions resulting from the application of the properties.The students will generate equivalent algebraic expressions using mathematical properties.Students will identify or name the property used.	The student will accurately identify equivalent algebraic expressions resulting from the application of the properties.The students will generate equivalent algebraic expressions using mathematical properties.Students will identify or name the property used.	The students justify how to identify equivalent algebraic expressions resulting from the application of the properties.The students will generate equivalent algebraic expressions using mathematical properties.Students will identify or name the property used.

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 if any solutions exist, the solution set for an equation or inequality consists of values that make the equation or inequality true.			
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 understand that an equation will have one solution that will make that equation true. The student will understand that an inequality will have a solution set that will make the inequality true.The student will understand that an equation or an inequality may not have a solution set.	The students will practically understand that an equation will have one solution that will make that equation true. The student will understand that an inequality will have a solution set that will make the inequality true.The student will understand that an equation or an inequality may not have a solution set.	The student will accurately understand that an equation will have one solution that will make that equation true. The student will understand that an inequality will have a solution set that will make the inequality true.The student will understand that an equation or an inequality may not have a solution set.	The students will justify how to understand that an equation will have one solution that will make that equation true. The student will understand that an inequality will have a solution set that will make the inequality true.The student will understand that an equation or an inequality may not have a solution set.

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

Standard:	Write and solve equations using variables to represent quantities, and understand the meaning of the variable in the context 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 students attempt to solve equations using variables.The student will write equations containing one variable to represent quantities.The student will understand the meaning of the variable in the context of the situation. The student will understand the solution in terms of the context of the problem including those without a solution.	The students will practically solve equations using variables.The student will write equations containing one variable to represent quantities.The student will understand the meaning of the variable in the context of the situation. The student will understand the solution in terms of the context of the problem including those without a solution.	The student will accurately solve equations using variables.The student will write equations containing one variable to represent quantities.The student will understand the meaning of the variable in the context of the situation. The student will understand the solution in terms of the context of the problem including those without a solution.	The studnet will justify how to solve

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

Standard:	Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.			
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 write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.The students will understand that one variable is dependent upon the other. The student will understand that “in terms of” indicates where the variables are located in the equation.	The students will practically write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.The students will understand that one variable is dependent upon the other. The student will understand that “in terms of” indicates where the variables are located in the equation.	The student will accurately write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.The students will understand that one variable is dependent upon the other. The student will understand that “in terms of” indicates where the variables are located in the equation.	The students will justify how to write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.The students will understand that one variable is dependent upon the other. The student will understand that “in terms of” indicates where the variables are located in the equation.

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 the relationship between the dependent and independent variables using graphs, tables and equations and relate these representations to each other.			
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 analyze the relationship between the dependent and independent variables using graphs. •When given a dependent value determine the independent value and vice versa. •Determine if the graph is increasing or decreasing. The student will analyze the relationship between the dependent and independent variables using tables. •The student will compare an input to an output•The student will determine what operations and numbers were used to complete the table. •The student will use a rule to complete the table.The student will analyze the relationship between the dependent and independent variables using equations. •The student will recognize the rule using a variable for either the independent or dependent variable.The student will compare these representations to each other.	The students will practically analyze the relationship between the dependent and independent variables using graphs. •When given a dependent value determine the independent value and vice versa. •Determine if the graph is increasing or decreasing. The student will analyze the relationship between the dependent and independent variables using tables. •The student will compare an input to an output•The student will determine what operations and numbers were used to complete the table. •The student will use a rule to complete the table.The student will analyze the relationship between the dependent and independent variables using equations. •The student will recognize the rule using a variable for either the independent or dependent variable.The student will compare these representations to each other.	The student will accurately analyze the relationship between the dependent and independent variables using graphs. •When given a dependent value determine the independent value and vice versa. •Determine if the graph is increasing or decreasing. The student will analyze the relationship between the dependent and independent variables using tables. •The student will compare an input to an output•The student will determine what operations and numbers were used to complete the table. •The student will use a rule to complete the table.The student will analyze the relationship between the dependent and independent variables using equations. •The student will recognize the rule using a variable for either the independent or dependent variable.The student will compare these representations to each other.	The students will justify how to analyze the relationship between the dependent and independent variables using graphs. •When given a dependent value determine the independent value and vice versa. •Determine if the graph is increasing or decreasing. The student will analyze the relationship between the dependent and independent variables using tables. •The student will compare an input to an output•The student will determine what operations and numbers were used to complete the table. •The student will use a rule to complete the table.The student will analyze the relationship between the dependent and independent variables using equations. •The student will recognize the rule using a variable for either the independent or dependent variable.The student will compare these representations to each other.

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 signs of numbers in ordered pairs as indicating locations in quadrants of 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 students will attempt to understand the x-axis is a horizontal number line and the y-axis is a vertical number line. The student will understand that the order of an ordered pair is (x, y) or (independent variable, dependent variable)The student will understand that the x- and y-axis intersect perpendicular at the origin (0, 0) creating four quadrants.•Quadrant I (+,+) •Quadrant II (-,+)•Quadrant III (-, -) •Quadrant IV (+,-)	The students will practicly understand the x-axis is a horizontal number line and the y-axis is a vertical number line. The student will understand that the order of an ordered pair is (x, y) or (independent variable, dependent variable)The student will understand that the x- and y-axis intersect perpendicular at the origin (0, 0) creating four quadrants.•Quadrant I (+,+) •Quadrant II (-,+)•Quadrant III (-, -) •Quadrant IV (+,-)	The student will accurately understand the x-axis is a horizontal number line and the y-axis is a vertical number line. The student will understand that the order of an ordered pair is (x, y) or (independent variable, dependent variable)The student will understand that the x- and y-axis intersect perpendicular at the origin (0, 0) creating four quadrants.•Quadrant I (+,+) •Quadrant II (-,+)•Quadrant III (-, -) •Quadrant IV (+,-)	The students will justify how to understand the x-axis is a horizontal number line and the y-axis is a vertical number line. The student will understand that the order of an ordered pair is (x, y) or (independent variable, dependent variable)The student will understand that the x- and y-axis intersect perpendicular at the origin (0, 0) creating four quadrants.•Quadrant I (+,+) •Quadrant II (-,+)•Quadrant III (-, -) •Quadrant IV (+,-)

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

Standard:	Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.			
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 recognize that when two ordered pair differs only by signs, the locations of the point are related byreflections by reflections across one or both axes.The student will recognize when a point is reflected over the x-axis, the sign of the y value is the opposite and the x value stays the same. The student will recognize when a point is reflected over the y-axis, the sign of the x value is the opposite and the y value stays the same.	The students will practically recognize that when two ordered pair differs only by signs, the locations of the point are related byreflections by reflections across one or both axes.The student will recognize when a point is reflected over the x-axis, the sign of the y value is the opposite and the x value stays the same. The student will recognize when a point is reflected over the y-axis, the sign of the x value is the opposite and the y value stays the same.	The student will accurately recognize that when two ordered pair differs only by signs, the locations of the point are related byreflections by reflections across one or both axes.The student will recognize when a point is reflected over the x-axis, the sign of the y value is the opposite and the x value stays the same. The student will recognize when a point is reflected over the y-axis, the sign of the x value is the opposite and the y value stays the same.	The students will justify how to recognize that when two ordered pair differs only by signs, the locations of the point are related byreflections by reflections across one or both axes.The student will recognize when a point is reflected over the x-axis, the sign of the y value is the opposite and the x value stays the same. The student will recognize when a point is reflected over the y-axis, the sign of the x value is the opposite and the y value stays the same.

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

Standard:	Find distances between points with the same first coordinate or the same second coordinate.			
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 distance between two points with the same x value and different y values (vertical line) using coordinates and absolute value.The student will find the distance between two points with the same y value and different x values (horizontal line) using coordinates and absolute value.	The students will practically find the distance between two points with the same x value and different y values (vertical line) using coordinates and absolute value.The student will find the distance between two points with the same y value and different x values (horizontal line) using coordinates and absolute value.	The student will accurately find the distance between two points with the same x value and different y values (vertical line) using coordinates and absolute value.The student will find the distance between two points with the same y value and different x values (horizontal line) using coordinates and absolute value.	The students will justify how to find the distance between two points with the same x value and different y values (vertical line) using coordinates and absolute value.The student will find the distance between two points with the same y value and different x values (horizontal line) using coordinates and absolute value.

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

Standard:	Construct polygons 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 students will attempt to plot all vertices and construct the resulting polygon.	The students will practically plot all vertices and construct the resulting polygon.	The student will accurately plot all vertices and construct the resulting polygon.	The students will justify how to plot all vertices and construct the resulting polygon.

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 a set of data collected to answer a statistical question has a distribution which can be described by its center, spread and overall shape.			
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 recognize the appropriate measure of center for a distribution (mean, median or mode).The student will recognize the spread of the given data for a distribution (range, IQR or MAD). The student will determine the overall shape (e. g. symmetrical or nonsymmetrical) of a distribution.The student will recognize the effect of changes of the data to the measures of center of the distribution.The student will recognize the effect of changes of the data to the measures of spread of the distribution.The student will recognize the effect of changes of the data to the overall shape of the distribution.	The studnets will practically recognize the appropriate measure of center for a distribution (mean, median or mode).The student will recognize the spread of the given data for a distribution (range, IQR or MAD). The student will determine the overall shape (e. g. symmetrical or nonsymmetrical) of a distribution.The student will recognize the effect of changes of the data to the measures of center of the distribution.The student will recognize the effect of changes of the data to the measures of spread of the distribution.The student will recognize the effect of changes of the data to the overall shape of the distribution.	The student will accurately recognize the appropriate measure of center for a distribution (mean, median or mode).The student will recognize the spread of the given data for a distribution (range, IQR or MAD). The student will determine the overall shape (e. g. symmetrical or nonsymmetrical) of a distribution.The student will recognize the effect of changes of the data to the measures of center of the distribution.The student will recognize the effect of changes of the data to the measures of spread of the distribution.The student will recognize the effect of changes of the data to the overall shape of the distribution.	The students will justify how to recognize the appropriate measure of center for a distribution (mean, median or mode).The student will recognize the spread of the given data for a distribution (range, IQR or MAD). The student will determine the overall shape (e. g. symmetrical or nonsymmetrical) of a distribution.The student will recognize the effect of changes of the data to the measures of center of the distribution.The student will recognize the effect of changes of the data to the measures of spread of the distribution.The student will recognize the effect of changes of the data to the overall shape of the distribution.

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 the choice of measures of center and variability based on the shape of the data distribution and/or the context of the data.			
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 recognize the appropriate measure of center based on the shape of the data. Given a data set the student will recognize the appropriate measure of center based on the context of the data. Given a data set the student will recognize the appropriate measure of variability based on the shape of the data.Given a data set the student will recognize the appropriate measure of variability based on the context of the data	The students will practically recognize the appropriate measure of center based on the shape of the data. Given a data set the student will recognize the appropriate measure of center based on the context of the data. Given a data set the student will recognize the appropriate measure of variability based on the shape of the data.Given a data set the student will recognize the appropriate measure of variability based on the context of the data.	Given a data set the student will accurately recognize the appropriate measure of center based on the shape of the data. Given a data set the student will recognize the appropriate measure of center based on the context of the data.Given a data set the student will recognize the appropriate measure of variability based on the shape of the data. Given a data set the student will recognize the appropriate measure of variability based on the context of the data	The students will justify how to recognize the appropriate measure of center based on the shape of the data. Given a data set the student will recognize the appropriate measure of center based on the context of the data. Given a data set the student will recognize the appropriate measure of variability based on the shape of the data.Given a data set the student will recognize the appropriate measure of variability based on the context of the data

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