

Strand: Ratios and Proportional Relationships (RP) – 7th Grade

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| <ul style="list-style-type: none"> • Describe relationships of similar polygons • Describe the effect of scale factor | <ul style="list-style-type: none"> • Solve problems involving proportions • Compare or contrast varying rates of change |
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Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p>	<p align="center">Sample Tasks</p> <p>A video cassette recorder uses 2 m of tape in 3 minutes. When set on extended play.</p> $\frac{2}{3} = \frac{n}{240}$ <p>Determine if the proportion is set up correctly. If incorrect, set up correctly then solve.</p>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world and mathematical problems <p>The student exhibits no major errors or omissions.</p>	<p>Consistently solve proportions, unit rates, and scale factors</p> $\frac{18}{32} = \frac{m}{16}$
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ Ratio, Rate, Unit Rate, Scale Factor, Proportion, Proportional, Equivalent, Quantity, Probability • performs basic processes, such as: <ul style="list-style-type: none"> ○ Recognizes equivalent fractions, decimals and percents at the benchmark level ○ Solve basic problems using ratios and rates <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Recognizes vocabulary in when presented with a matching vocabulary to definition.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Number Systems (7th Grade)

Topic:

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| <ul style="list-style-type: none"> • Apply all operations on integers | <ul style="list-style-type: none"> • Convert Fractions, decimals, and percents • Compare, order, and recognize all positive rational numbers |
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Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
		<p>Did Susan solve this correctly? If she did not, correct her error and solve the problem.</p> <div style="float: right; text-align: right;"> $3\frac{5}{6} + 2\frac{3}{8} =$ $3\frac{20}{24} + 2\frac{9}{24} =$ $3\frac{29}{24} =$ $3 + 1\frac{1}{24} =$ $4\frac{1}{24}$ </div>

3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
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Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations to fractions, decimals, percents, and integers to add, subtract, multiply and divide rational numbers. <p>The student exhibits no major errors or omissions.</p>	$2\frac{5}{6} + 3\frac{5}{8} =$
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2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content
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Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ Fractions, Decimals Percent, Integer, Rational Number, Absolute Value, Negative, Positive, Additive Inverse, Opposite, Number line, Quantity, Order of Operations, Sum, Difference, Quotient, Product, Exponent • performs basic processes, such as: <ul style="list-style-type: none"> ○ Locate numbers on a number line ○ Using rational numbers ○ Recognize and Generate benchmark percents/fraction/decimal ○ Multiply and divide positive rational numbers <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Recognizes vocabulary in when presented with a matching vocabulary to definition.
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1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content
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Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
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0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
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Score 0.0	Even with help, no understanding or skill demonstrated.
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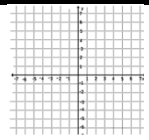
Strand: Expressions and Equations (7th Grade)

Topic:		
<ul style="list-style-type: none"> • Compare, contrast and analyze patterns • Solve linear equations with one variable 		<ul style="list-style-type: none"> • Identify functions as linear or non-linear
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks $\begin{array}{r} 2n + 3n - 7n = 7 \\ 5n - 7n = 7 \\ -2n = 7 \\ \frac{-2n}{-2} = \frac{7}{-2} \\ n = -3.5 \end{array}$
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Use real life mathematical problems using numerical and algebraic expressions and equations • Use properties of operations to generate equivalent expressions The student exhibits no major errors or omissions.	$3n + 8 = 8$
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ Expression, Equation, Variable, Inverse, Linear, Non-Linear, Inequality, Sum, Difference, Quotient, Product, Associative Property, Distributive Property, Commutative Property • performs basic processes, such as: <ul style="list-style-type: none"> ○ Represent patterns with tables, graphs, pictures, symbolic rules or words ○ Identify patterns ○ Substitution – substitute a number for a variable ○ Identify linear/non-linear However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	<ul style="list-style-type: none"> • Recognizes vocabulary in when presented with a matching vocabulary to definition.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Geometry (7th Grade)

Topic:

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| <ul style="list-style-type: none"> • Use coordinate geometry • Draw/use visual models to solve problems | <ul style="list-style-type: none"> • Convert within a system of measurement • Identify equivalent area and volume measurement • Solve problems involving area, perimeter and/or circumference |
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			Sample Tasks
Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	You are the teacher. Did Johnny graph the point correctly? If he did not graph it correctly and explain what he did wrong.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student:</p> <ul style="list-style-type: none"> • Draw, construct, and describe geometric figures and describe the relationship between them • Solve real-life and mathematical problems involving angle measures, area, surface area, and volume <p>The student exhibits no major errors or omissions.</p>	Graph points on a coordinate grid. 
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ Triangle, Quadrilateral, Square, Rectangle, Trapezoid, Rhombus, Hexagon, Octagon, Circle, Prism, Cylinder, Arc, Area, Perimeter, Volume, Circumference, Radius, Pi, Diameter, Surface Area, Cubic Unit, Square Unit, Parallel, Similar, Congruent, Supplementary, Complementary, Flip, Reflection, Rotation, Translation, Perpendicular, Scalene, Isosceles, Acute, Obtuse, Right Angle • performs basic processes, such as: <ul style="list-style-type: none"> ○ Create polygons and designs with rotational symmetry ○ Identify complementary and supplementary angles 	<ul style="list-style-type: none"> • Recognizes vocabulary in when presented with a matching vocabulary to definition.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
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Score 0.0		Even with help, no understanding or skill demonstrated.	

Strand: Statistics and Probability (7th Grade)

Topic:		
<ul style="list-style-type: none"> Select, create and use graphical representations of data Find, use and interpret measures of central tendency 		<ul style="list-style-type: none"> Compute the probability of an event Use graphical data to represent differences between samples
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
		<p>Error Analysis Each day your tennis team practices for at least one hour and for at most five hours. Your teammate does the calculation shown. What mistake does your teammate make?</p> <div style="border: 1px solid gray; padding: 5px; width: fit-content;"> <p>Times (hours): 1, 3, 4, 5, 3 Mean: $1 + 3 + 4 + 5 + 3$ Mean = 16 hours</p> </div>
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Use random sampling to draw inferences about one or more populations Investigate chance processes and develop, use, and evaluate probability models <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Coin Toss: What is the probability of a coin that is tossed 100 times landing on heads? <ul style="list-style-type: none"> 1: 2, $\frac{1}{2}$, 50%
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> Statistics, Probability, Stem & Leaf, Box-and-whisker, bar graph, circle graph, line graph, Measures of central tendency, mean, median, mode, range, greatest, least performs basic processes, such as: <ul style="list-style-type: none"> Interpret circle graphs Draw a graph from a set of data <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Recognizes vocabulary in when presented with a matching vocabulary to definition.
	1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
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