

### 3rd Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>A student scoring at the academic warning level <b>always</b> performs inconsistently and/or inaccurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student <u>struggles</u> to demonstrate content knowledge and application skills. The student <u>seldom</u> understands and uses</p> <ul style="list-style-type: none"> <li>• equivalent representations of whole numbers</li> <li>• statistical measures (minimum and maximum value, range, mode, and median)</li> <li>• multiplication and division fact families</li> </ul> <p>The student is <u>inaccurate</u> when</p> <ul style="list-style-type: none"> <li>• comparing whole numbers</li> <li>• combining coins and bills</li> <li>• identifying pattern block shapes</li> <li>• telling time</li> </ul> <p>The student <u>seldom uses</u> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one-step real-world addition and subtraction problems</li> <li>• real-world measurement problems</li> </ul> <p>The student <u>inconsistently uses</u> representations and is <u>unable to explain</u> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent patterns in multiple ways</li> <li>• generalize a numerical pattern in words</li> <li>• list possible outcomes</li> </ul>	<p>A student scoring at the approaches standard level <b>usually</b> performs inconsistently and/or inaccurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <u>limited</u> content knowledge and application skills. The student <u>sometimes</u> understands and uses</p> <ul style="list-style-type: none"> <li>• equivalent representations of whole numbers</li> <li>• statistical measures (minimum and maximum value, range, mode, and median)</li> <li>• multiplication and division fact families</li> </ul> <p>The student is <u>rarely accurate</u> when</p> <ul style="list-style-type: none"> <li>• comparing whole numbers</li> <li>• combining coins and bills</li> <li>• identifying pattern block shapes</li> <li>• telling time</li> </ul> <p>The student <u>inconsistently uses some</u> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one-step real-world addition and subtraction problems</li> <li>• real-world measurement problems</li> </ul> <p>The student <u>inconsistently uses</u> representations and <u>partially explains</u> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent patterns in multiple ways</li> <li>• generalize a numerical pattern in words</li> <li>• list possible outcomes</li> </ul>	<p>A student scoring at the meets standard level <b>usually</b> performs consistently and accurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <u>sufficient</u> content knowledge and application skills. 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## 4<sup>th</sup> Grade Mathematics

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<p>A student scoring at the academic warning level <b>always</b> performs inconsistently and/or inaccurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student <u>struggles</u> to demonstrate content knowledge and application skills. The student <u>seldom</u> understands and uses</p> <ul style="list-style-type: none"> <li>place value concepts and notations</li> <li>concepts of whole number properties</li> <li>measurement tools</li> </ul> <p>The student is <u>inaccurate</u> when</p> <ul style="list-style-type: none"> <li>solving one variable, one-step whole number equations with basic facts, money, and time</li> <li>using one operation function tables</li> <li>performing single transformation of two-dimensional figures</li> <li>reading and plotting points in the first quadrant of a coordinate grid</li> </ul> <p>The student <u>seldom uses</u> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>one- and two-step real-world problems with addition, subtraction, and multiplication</li> <li>real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)</li> </ul> <p>The student <u>inconsistently uses</u> representations and is <u>unable to explain</u> the reasoning process used to</p> <ul style="list-style-type: none"> <li>represent relationships between mathematical operations</li> <li>describe mathematical relationships with various models</li> <li>identify plane figures within a composite figure</li> <li>make reasonable estimations of measurements and calculations</li> <li>graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot</li> </ul>	<p>A student scoring at the approaches standard level <b>usually</b> performs inconsistently and/or inaccurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <u>limited</u> content knowledge and application skills. 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## 5<sup>th</sup> Grade Mathematics

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The student <b>seldom</b> understands and uses</p> <ul style="list-style-type: none"> <li>• equivalent representations for whole numbers, fractions, and decimals</li> <li>• greatest common factor and least common multiple</li> <li>• properties of solids</li> <li>• statistical measures (minimum and maximum value, mean, median, mode, and range)</li> </ul> <p>The student is <b>inaccurate</b> when</p> <ul style="list-style-type: none"> <li>• solving one-step whole number equations</li> <li>• converting within the customary system</li> <li>• using a function table to identify, plot, and label ordered pairs</li> </ul> <p>The student <b>seldom uses</b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one- and two-step real-world problems with addition, subtraction, multiplication, and division</li> <li>• real-world applications of the properties of plane figures</li> <li>• real-world applications of measurement and measurement formulas</li> </ul> <p>The student <b>inconsistently uses</b> representations and is <b>unable to explain</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• estimate number quantities</li> <li>• determine and find exact or approximate answers</li> <li>• represent situations with variables and symbols</li> <li>• interpret and use data displays for developing convincing arguments</li> </ul>	<p>A student scoring at the approaches standard level <b>usually</b> performs inconsistently and/or inaccurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>limited</b> content knowledge and application skills. The student <b>sometimes</b> understands and uses</p> <ul style="list-style-type: none"> <li>• equivalent representations for whole numbers, fractions, and decimals</li> <li>• greatest common factor and least common multiple</li> <li>• properties of solids</li> <li>• statistical measures (minimum and maximum value, mean, median, mode, and range)</li> </ul> <p>The student is <b>rarely accurate</b> when</p> <ul style="list-style-type: none"> <li>• solving one-step whole number equations</li> <li>• converting within the customary system</li> <li>• using a function table to identify, plot, and label ordered pairs</li> </ul> <p>The student <b>inconsistently uses some</b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one- and two-step real-world problems with addition, subtraction, multiplication, and division</li> <li>• real-world applications of the properties of plane figures</li> <li>• real-world applications of measurement and measurement formulas</li> </ul> <p>The student <b>inconsistently uses</b> representations and <b>partially explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• estimate number quantities</li> <li>• determine and find exact or approximate answers</li> <li>• represent situations with variables and symbols</li> <li>• interpret and use data displays for developing convincing arguments</li> </ul>	<p>A student scoring at the meets standard level <b>usually</b> performs consistently and accurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>sufficient</b> content knowledge and application skills. 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## 6th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
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The student <b>seldom</b> understands and uses</p> <ul style="list-style-type: none"> <li>• relationships between percents, decimals, and fractions</li> <li>• basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions</li> <li>• probability of simple events</li> </ul> <p>The student is <b>inaccurate</b> when</p> <ul style="list-style-type: none"> <li>• comparing integers, fractions, and decimals</li> <li>• classifying angles and triangles</li> <li>• converting within the metric system</li> <li>• performing transformations of two-dimensional figures</li> <li>• reading and plotting points in the coordinate plane</li> </ul> <p>The student <b>seldom uses</b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one-and two-step real world problems with rational numbers</li> <li>• real-world problems for perimeter of polygons and area of squares, rectangles, and triangles</li> </ul> <p>The student <b>inconsistently uses</b> representations and is <b>unable to explain</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• check reasonableness of estimates and make predictions</li> <li>• continue patterns and generalize the rule for the next number</li> <li>• represent real-world situations by writing and/or solving one-step equations with positive rational numbers</li> <li>• list all possible outcomes</li> </ul>	<p>A student scoring at the approaches standard level <b>usually</b> performs inconsistently and/or inaccurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>limited</b> content knowledge and application skills. The student <b>sometimes</b> understands and uses</p> <ul style="list-style-type: none"> <li>• relationships between percents, decimals, and fractions</li> <li>• basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions</li> <li>• probability of simple events</li> </ul> <p>The student is <b>rarely accurate</b> when</p> <ul style="list-style-type: none"> <li>• comparing integers, fractions, and decimals</li> <li>• classifying angles and triangles</li> <li>• converting within the metric system</li> <li>• performing transformations of two-dimensional figures</li> <li>• reading and plotting points in the coordinate plane</li> </ul> <p>The student <b>inconsistently uses some</b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• one-and two-step real world problems with rational numbers</li> <li>• real-world problems for perimeter of polygons and area of squares, rectangles, and triangles</li> </ul> <p>The student <b>inconsistently uses</b> representations and <b>partially explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• check reasonableness of estimates and make predictions</li> <li>• continue patterns and generalize the rule for the next number</li> <li>• represent real-world situations by writing and/or solving one-step equations with positive rational numbers</li> <li>• list all possible outcomes</li> </ul>	<p>A student scoring at the meets standard level <b>usually</b> performs consistently and accurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>sufficient</b> content knowledge and application skills. The student <b>usually</b> understands and uses</p> <ul style="list-style-type: none"> <li>• relationships between percents, decimals, and fractions</li> <li>• basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions</li> <li>• probability of simple events</li> </ul> <p>The student is <b>usually accurate</b> when</p> <ul style="list-style-type: none"> <li>• comparing integers, fractions, and decimals</li> <li>• classifying angles and triangles</li> <li>• converting within the metric system</li> <li>• performing transformations of two-dimensional figures</li> <li>• reading and plotting points in the coordinate plane</li> </ul> <p>The student <b>uses some</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• one-and two-step real world problems with rational numbers</li> <li>• real-world problems for perimeter of polygons and area of squares, rectangles, and triangles</li> </ul> <p>The student <b>uses</b> representations and <b>usually explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• check reasonableness of estimates and make predictions</li> <li>• continue patterns and generalize the rule for the next number</li> <li>• represent real-world situations by writing and/or solving one-step equations with positive rational numbers</li> <li>• list all possible outcomes</li> </ul>	<p>A student scoring at the exceeds standard level <b>usually</b> performs consistently and accurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>well-developed</b> content knowledge and application skills. The student <b>usually</b> understands and uses</p> <ul style="list-style-type: none"> <li>• relationships between percents, decimals, and fractions</li> <li>• basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions</li> <li>• probability of simple events</li> </ul> <p>The student is <b>accurate</b> when</p> <ul style="list-style-type: none"> <li>• comparing integers, fractions, and decimals</li> <li>• classifying angles and triangles</li> <li>• converting within the metric system</li> <li>• performing transformations of two-dimensional figures</li> <li>• reading and plotting points in the coordinate plane</li> </ul> <p>The student <b>usually uses multiple</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• one-and two-step real world problems with rational numbers</li> <li>• real-world problems for perimeter of polygons and area of squares, rectangles, and triangles</li> </ul> <p>The student <b>uses</b> representations and <b>sufficiently explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• check reasonableness of estimates and make predictions</li> <li>• continue patterns and generalize the rule for the next number</li> <li>• represent real-world situations by writing and/or solving one-step equations with positive rational numbers</li> <li>• list all possible outcomes</li> </ul>	<p>A student scoring at the exemplary level <b>always</b> performs consistently and accurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>highly-developed</b> content knowledge and application skills. The student <b>consistently</b> understands and uses</p> <ul style="list-style-type: none"> <li>• relationships between percents, decimals, and fractions</li> <li>• basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions</li> <li>• probability of simple events</li> </ul> <p>The student is <b>highly accurate</b> when</p> <ul style="list-style-type: none"> <li>• comparing integers, fractions, and decimals</li> <li>• classifying angles and triangles</li> <li>• converting within the metric system</li> <li>• performing transformations of two-dimensional figures</li> <li>• reading and plotting points in the coordinate plane</li> </ul> <p>The student <b>effectively uses multiple</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• one and two-step real world problems with rational numbers</li> <li>• real-world problems for perimeter of polygons and area of squares, rectangles, and triangles</li> </ul> <p>The student <b>accurately uses</b> representations and <b>effectively explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• check reasonableness of estimates and make predictions</li> <li>• continue patterns and generalize the rule for the next number</li> <li>• represent real-world situations by writing and/or solving one-step equations with positive rational numbers</li> <li>• list all possible outcomes</li> </ul>

## 7th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>A student scoring at the academic warning level <b>always</b> performs inconsistently and/or inaccurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student <b>struggles</b> to demonstrate content knowledge and application skills. The student <b>seldom</b> understands and uses</p> <ul style="list-style-type: none"> <li>• percentages of rational numbers</li> <li>• mathematical relationship between ratios, proportions, and percents</li> <li>• measurement formulas for perimeter, area, surface area, and volume</li> <li>• scale drawings</li> <li>• properties of triangles and quadrilaterals</li> </ul> <p>The student is <b>inaccurate</b> when</p> <ul style="list-style-type: none"> <li>• adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals</li> <li>• stating the rule for the nth term of a pattern</li> <li>• evaluating simple algebraic expressions</li> </ul> <p>The student <b>seldom</b> uses problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems for perimeter and area</li> </ul> <p>The student <b>inconsistently</b> uses representations and is <b>unable to explain</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• generate equivalent representations of rational numbers and simple algebraic expressions</li> <li>• continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences</li> <li>• represent real-world problems using variables and symbols</li> <li>• read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots</li> <li>• recognize misleading data representations and effects of scale changes</li> </ul>	<p>A student scoring at the approaches standard level <b>usually</b> performs inconsistently and/or inaccurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>limited</b> content knowledge and application skills. The student <b>sometimes</b> understands and uses</p> <ul style="list-style-type: none"> <li>• percentages of rational numbers</li> <li>• mathematical relationship between ratios, proportions, and percents</li> <li>• measurement formulas for area, perimeter, surface area, and volume</li> <li>• scale drawings</li> <li>• properties of triangles and quadrilaterals</li> </ul> <p>The student is <b>rarely accurate</b> when</p> <ul style="list-style-type: none"> <li>• adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals</li> <li>• stating the rule for the nth term of a pattern</li> <li>• evaluating simple algebraic expressions</li> </ul> <p>The student <b>inconsistently</b> uses some problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems for perimeter and area</li> </ul> <p>The student <b>inconsistently</b> uses representations and <b>partially explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• generate equivalent representations of rational numbers and simple algebraic expressions</li> <li>• continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences</li> <li>• represent real-world problems using variables and symbols</li> <li>• read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots</li> <li>• recognize misleading data representations and effects of scale changes</li> </ul>	<p>A student scoring at the meets standard level <b>usually</b> performs consistently and accurately when working on <b>most</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>sufficient</b> content knowledge and application skills. The student <b>usually</b> understands and uses</p> <ul style="list-style-type: none"> <li>• percentages of rational numbers</li> <li>• mathematical relationship between ratios, proportions, and percents</li> <li>• measurement formulas for perimeter, area, surface area, and volume</li> <li>• scale drawings</li> <li>• properties of triangles and quadrilaterals</li> </ul> <p>The student is <b>usually accurate</b> when</p> <ul style="list-style-type: none"> <li>• adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals</li> <li>• stating the rule for the nth term of a pattern</li> <li>• evaluating simple algebraic expressions</li> </ul> <p>The student <b>uses some</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems for perimeter and area</li> </ul> <p>The student <b>uses</b> representations and <b>usually explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• generate equivalent representations of rational numbers and simple algebraic expressions</li> <li>• continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences</li> <li>• represent real-world problems using variables and symbols</li> <li>• read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots</li> <li>• recognize misleading data representations and effects of scale changes</li> </ul>	<p>A student scoring at the exceeds standard level <b>usually</b> performs consistently and accurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>well-developed</b> content knowledge and application skills. The student <b>usually</b> understands and uses</p> <ul style="list-style-type: none"> <li>• percentages of rational numbers</li> <li>• mathematical relationship between ratios, proportions, and percents</li> <li>• measurement formulas for perimeter, area, surface area, and volume</li> <li>• scale drawings</li> <li>• properties of triangles and quadrilaterals</li> </ul> <p>The student is <b>accurate</b> when</p> <ul style="list-style-type: none"> <li>• adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals</li> <li>• stating the rule for the nth term of a pattern</li> <li>• evaluating simple algebraic expressions</li> </ul> <p>The student <b>usually</b> uses <b>multiple</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems for perimeter and area</li> </ul> <p>The student <b>uses</b> representations and <b>sufficiently explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• generate equivalent representations of rational numbers and simple algebraic expressions</li> <li>• continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences</li> <li>• represent real-world problems using variables and symbols</li> <li>• read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots</li> <li>• recognize misleading data representations and effects of scale changes</li> </ul>	<p>A student scoring at the exemplary level <b>always</b> performs consistently and accurately when working on <b>all</b> grade-level mathematical tasks.</p> <p>The student demonstrates <b>highly-developed</b> content knowledge and application skills. The student <b>consistently</b> understands and uses</p> <ul style="list-style-type: none"> <li>• percentages of rational numbers</li> <li>• mathematical relationship between ratios, proportions, and percents</li> <li>• measurement formulas for perimeter, area, surface area, and volume</li> <li>• scale drawings</li> <li>• properties of triangles and quadrilaterals</li> </ul> <p>The student is <b>highly accurate</b> when</p> <ul style="list-style-type: none"> <li>• adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals</li> <li>• stating the rule for the nth term of a pattern</li> <li>• evaluating simple algebraic expressions</li> </ul> <p>The student <b>effectively</b> uses <b>multiple</b> problem-solving techniques to <b>accurately</b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems for perimeter and area</li> </ul> <p>The student <b>accurately</b> uses representations and <b>effectively explains</b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• generate equivalent representations of rational numbers and simple algebraic expressions</li> <li>• continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences</li> <li>• represent real-world problems using variables and symbols</li> <li>• read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots</li> <li>• recognize misleading data representations and effects of scale changes</li> </ul>

## 8th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>A student scoring at the academic warning level <b><u>always performs inconsistently and/or inaccurately</u></b> when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student <b><u>struggles</u></b> to demonstrate content knowledge and application skills. The student <b><u>seldom</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• subsets of real numbers</li> <li>• the Pythagorean Theorem</li> <li>• corresponding parts of congruent and similar figures</li> <li>• measures of central tendency with rational numbers</li> <li>• ordered pairs, slope, and vertical/horizontal distance</li> </ul> <p>The student is <b><u>inaccurate</u></b> when</p> <ul style="list-style-type: none"> <li>• computing with integers and order of operations with rational numbers</li> <li>• applying real number properties</li> <li>• solving one- and two-step linear equations</li> <li>• multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero</li> <li>• finding the probability of compound and independent events</li> </ul> <p>The student <b><u>seldom uses</u></b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems with rational numbers, pi, and percents</li> </ul> <p>The student <b><u>inconsistently uses</u></b> representations and is <b><u>unable to explain</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent real-world problems</li> <li>• translate between numerical, graphical, tabular, and symbolic representations of linear relationships</li> <li>• model situations graphically, algebraically and geometrically</li> <li>• predict simple events</li> </ul>	<p>A student scoring at the approaches standard level <b><u>usually performs inconsistently and/or inaccurately</u></b> when working on <b><u>most</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>limited</u></b> content knowledge and application skills. The student <b><u>sometimes</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• subsets of real numbers</li> <li>• the Pythagorean Theorem</li> <li>• corresponding parts of congruent and similar figures</li> <li>• measures of central tendency with rational numbers</li> <li>• ordered pairs, slope, and vertical/horizontal distance</li> </ul> <p>The student is <b><u>rarely accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• computing with integers and order of operations with rational numbers</li> <li>• applying real number properties</li> <li>• solving one- and two-step linear equations</li> <li>• multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero</li> <li>• finding the probability of compound and independent events</li> </ul> <p>The student <b><u>inconsistently uses some</u></b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems with rational numbers, pi, and percents</li> </ul> <p>The student <b><u>inconsistently uses</u></b> representations and <b><u>partially explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent real-world problems</li> <li>• translate between numerical, graphical, tabular, and symbolic representations of linear relationships</li> <li>• model situations graphically, algebraically and geometrically</li> <li>• predict simple events</li> </ul>	<p>A student scoring at the meets standard level <b><u>usually performs consistently and accurately</u></b> when working on <b><u>most</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>sufficient</u></b> content knowledge and application skills. The student <b><u>usually</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• subsets of real numbers</li> <li>• the Pythagorean Theorem</li> <li>• corresponding parts of congruent and similar figures</li> <li>• measures of central tendency with rational numbers</li> <li>• ordered pairs, slope, and vertical/horizontal distance</li> </ul> <p>The student is <b><u>usually accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• computing with integers and order of operations with rational numbers</li> <li>• applying real number properties</li> <li>• solving one- and two-step linear equations</li> <li>• multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero</li> <li>• finding the probability of compound and independent events</li> </ul> <p>The student <b><u>uses some</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems with rational numbers, pi, and percents</li> </ul> <p>The student <b><u>uses</u></b> representations and <b><u>usually explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent real-world problems</li> <li>• translate between numerical, graphical, tabular, and symbolic representations of linear relationships</li> <li>• model situations graphically, algebraically and geometrically</li> <li>• predict simple events</li> </ul>	<p>A student scoring at the exceeds standard level <b><u>usually performs consistently and accurately</u></b> when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>well-developed</u></b> content knowledge and application skills. The student <b><u>usually</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• subsets of real numbers</li> <li>• the Pythagorean Theorem</li> <li>• corresponding parts of congruent and similar figures</li> <li>• measures of central tendency with rational numbers</li> <li>• ordered pairs, slope, and vertical/horizontal distance</li> </ul> <p>The student is <b><u>accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• computing with integers and order of operations with rational numbers</li> <li>• applying real number properties</li> <li>• solving one- and two-step linear equations</li> <li>• multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero</li> <li>• finding the probability of compound and independent events</li> </ul> <p>The student <b><u>usually uses multiple</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems with rational numbers, pi, and percents</li> </ul> <p>The student <b><u>uses</u></b> representations and <b><u>sufficiently explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent real-world problems</li> <li>• translate between numerical, graphical, tabular, and symbolic representations of linear relationships</li> <li>• model situations graphically, algebraically and geometrically</li> <li>• predict simple events</li> </ul>	<p>A student scoring at the exemplary level <b><u>always performs consistently and accurately</u></b> when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>highly-developed</u></b> content knowledge and application skills. The student <b><u>consistently</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• subsets of real numbers</li> <li>• the Pythagorean Theorem</li> <li>• corresponding parts of congruent and similar figures</li> <li>• measures of central tendency with rational numbers</li> <li>• ordered pairs, slope, and vertical/horizontal distance</li> </ul> <p>The student is <b><u>highly accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• computing with integers and order of operations with rational numbers</li> <li>• applying real number properties</li> <li>• solving one- and two-step linear equations</li> <li>• multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero</li> <li>• finding the probability of compound and independent events</li> </ul> <p>The student <b><u>effectively uses multiple</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems with rational numbers, pi, and percents</li> </ul> <p>The student <b><u>accurately uses</u></b> representations and <b><u>effectively explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• represent real-world problems</li> <li>• translate between numerical, graphical, tabular, and symbolic representations of linear relationships</li> <li>• model situations graphically, algebraically, and geometrically</li> <li>• predict simple events</li> </ul>

## High School Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
<p>A student scoring at the academic warning level <b><u>always</u></b> performs inconsistently and/or inaccurately when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student <b><u>struggles</u></b> to demonstrate content knowledge and application skills. The student <b><u>seldom</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• properties of real numbers</li> <li>• slopes of parallel and perpendicular lines</li> <li>• slope/y-intercept forms of a line</li> </ul> <p>The student is <b><u>inaccurate</u></b> when</p> <ul style="list-style-type: none"> <li>• solving systems of equations</li> <li>• computing probability and odds</li> <li>• analyzing the effects of transformations on perimeter, area, and volume</li> <li>• analyzing the effect of changes in the slope and constant of linear equations</li> </ul> <p>The student <b><u>seldom uses</u></b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents</li> <li>• real-world applications of linear equations and inequalities</li> <li>• real-world applications of the Pythagorean Theorem</li> <li>• real-world problems using data analysis from a data display</li> </ul> <p>The student <b><u>inconsistently uses</u></b> representations and is <b><u>unable to explain</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• adjust estimates</li> <li>• represent real-world problems with linear equations and inequalities</li> <li>• interpret the real-world meaning of slope, intercepts, and points on/off a line</li> <li>• interpret the effect of outliers</li> <li>• approximate the line of best fit</li> <li>• analyze data from a data display</li> </ul>	<p>A student scoring at the approaches standard level <b><u>usually</u></b> performs inconsistently and/or inaccurately when working on <b><u>most</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>limited</u></b> content knowledge and application skills. The student <b><u>sometimes</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• properties of real numbers</li> <li>• slopes of parallel and perpendicular lines</li> <li>• slope/y-intercept forms of a line</li> </ul> <p>The student is <b><u>rarely accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• solving systems of equations</li> <li>• computing probability and odds</li> <li>• analyzing the effects of transformations on perimeter, area, and volume</li> <li>• analyzing the effect of changes in the slope and constant of linear equations</li> </ul> <p>The student <b><u>inconsistently uses some</u></b> problem-solving techniques to solve</p> <ul style="list-style-type: none"> <li>• real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents</li> <li>• real-world applications of linear equations and inequalities</li> <li>• real-world applications of the Pythagorean Theorem</li> <li>• real-world problems using data analysis from a data display</li> </ul> <p>The student <b><u>inconsistently uses</u></b> representations and <b><u>partially explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• adjust estimates</li> <li>• represent real-world problems with linear equations and inequalities</li> <li>• interpret the real-world meaning of slope, intercepts, and points on/off a line</li> <li>• interpret the effect of outliers</li> <li>• approximate the line of best fit</li> <li>• analyze data from a data display</li> </ul>	<p>A student scoring at the meets standard level <b><u>usually</u></b> performs consistently and accurately when working on <b><u>most</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>sufficient</u></b> content knowledge and application skills. The student <b><u>usually</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• properties of real numbers</li> <li>• slopes of parallel and perpendicular lines</li> <li>• slope/y-intercept forms of a line</li> </ul> <p>The student is <b><u>usually accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• solving systems of equations</li> <li>• computing probability and odds</li> <li>• analyzing the effects of transformations on perimeter, area, and volume</li> <li>• analyzing the effect of changes in the slope and constant of linear equations</li> </ul> <p>The student <b><u>uses some</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents</li> <li>• real-world applications of linear equations and inequalities</li> <li>• real-world applications of the Pythagorean Theorem</li> <li>• real-world problems using data analysis from a data display</li> </ul> <p>The student <b><u>uses</u></b> representations and <b><u>usually explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• adjust estimates</li> <li>• represent real-world problems with linear equations and inequalities</li> <li>• interpret the real-world meaning of slope, intercepts, and points on/off a line</li> <li>• interpret the effect of outliers</li> <li>• approximate the line of best fit</li> <li>• analyze data from a data display</li> </ul>	<p>A student scoring at the exceeds standard level <b><u>usually</u></b> performs consistently and accurately when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>well-developed</u></b> content knowledge and application skills. The student <b><u>usually</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• properties of real numbers</li> <li>• slopes of parallel and perpendicular lines</li> <li>• slope/y-intercept forms of a line</li> </ul> <p>The student is <b><u>accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• solving systems of equations</li> <li>• computing probability and odds</li> <li>• analyzing the effects of transformations on perimeter, area, and volume</li> <li>• analyzing the effect of changes in the slope and constant of linear equations</li> </ul> <p>The student <b><u>usually uses multiple</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents</li> <li>• real-world applications of linear equations and inequalities</li> <li>• real-world applications of the Pythagorean Theorem</li> <li>• real-world problems using data analysis from a data display</li> </ul> <p>The student <b><u>uses</u></b> representations and <b><u>sufficiently explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• adjust estimates</li> <li>• represent real-world problems with linear equations and inequalities</li> <li>• interpret the real-world meaning of slope, intercepts, and points on/off a line</li> <li>• interpret the effect of outliers</li> <li>• approximate the line of best fit</li> <li>• analyze data from a data display</li> </ul>	<p>A student scoring at the exemplary level <b><u>always</u></b> performs consistently and accurately when working on <b><u>all</u></b> grade-level mathematical tasks.</p> <p>The student demonstrates <b><u>highly-developed</u></b> content knowledge and application skills. The student <b><u>consistently</u></b> understands and uses</p> <ul style="list-style-type: none"> <li>• properties of real numbers</li> <li>• slopes of parallel and perpendicular lines</li> <li>• slope and y-intercept forms of a line</li> </ul> <p>The student is <b><u>always accurate</u></b> when</p> <ul style="list-style-type: none"> <li>• solving systems of equations</li> <li>• computing probability and odds</li> <li>• analyzing the effects of transformations on perimeter, area, and volume</li> <li>• analyzing the effect of changes in the slope and constant of linear equations</li> </ul> <p>The student <b><u>effectively uses multiple</u></b> problem-solving techniques to <b><u>accurately</u></b> solve</p> <ul style="list-style-type: none"> <li>• real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents</li> <li>• real-world applications of linear equations and inequalities</li> <li>• real-world applications of the Pythagorean Theorem</li> <li>• real-world problems using data analysis from a data display</li> </ul> <p>The student <b><u>accurately uses</u></b> representations and <b><u>effectively explains</u></b> the reasoning process used to</p> <ul style="list-style-type: none"> <li>• adjust estimates</li> <li>• represent real-world problems with linear equations and inequalities</li> <li>• interpret the real-world meaning of slope, intercepts, and points on/off a line</li> <li>• interpret the effect of outliers</li> <li>• approximate the line of best fit</li> <li>• analyze data from a data display</li> </ul>