3rd Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks. The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • equivalent representations of whole numbers • statistical measures (minimum and maximum value, range, mode, and median) • multiplication and division fact families The student is inaccurate when • comparing whole numbers • combining coins and bills • identifying pattern block shapes • telling time The student seldom uses problem-solving techniques to solve • one-step real-world addition and subtraction problems • real-world measurement problems The student inconsistently uses representations and is unable to explain the reasoning process used to • represent patterns in multiple ways • generalize a numerical pattern in words • list possible outcomes	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks. The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • equivalent representations of whole numbers • statistical measures (minimum and maximum value, range, mode, and median) • multiplication and division fact families The student is rarely accurate when • comparing whole numbers • combining coins and bills • identifying pattern block shapes • telling time The student inconsistently uses some problem-solving techniques to solve • one-step real-world addition and subtraction problems • real-world measurement problems The student inconsistently uses representations and partially explains the reasoning process used to • represent patterns in multiple ways • generalize a numerical pattern in words • list possible outcomes	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks. The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • equivalent representations of whole numbers • statistical measures (minimum and maximum value, range, mode, and median) • multiplication and division fact families The student is usually accurate when • comparing whole numbers • combining coins and bills • identifying pattern block shapes • telling time The student uses some problem-solving techniques to accurately solve • one-step real-world addition and subtraction problems • real-world measurement problems The student uses representations and usually explains the reasoning process used to • represent patterns in multiple ways • generalize a numerical pattern in words • list possible outcomes	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks. The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • equivalent representations of whole numbers • statistical measures (minimum and maximum value, range, mode, and median) • multiplication and division fact families The student is accurate when • comparing whole numbers • combining coins and bills • identifying pattern block shapes • telling time The student usually uses multiple problem-solving techniques to accurately solve • one-step real-world addition and subtraction problems • real-world measurement problems The student uses representations and sufficiently explains the reasoning process used to • represent patterns in multiple ways • generalize a numerical pattern in words • list possible outcomes	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks. The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • equivalent representations of whole numbers • statistical measures (minimum and maximum value, range, mode, and median) • multiplication and division fact families The student is highly accurate when • comparing whole numbers • combining coins and bills • identifying pattern block shapes • telling time The student effectively uses multiple problem-solving techniques to accurately solve • one-step real-world addition and subtraction problems • real-world measurement problems The student accurately uses representations and effectively explains the reasoning process used to • represent patterns in multiple ways • generalize a numerical pattern in words • list possible outcomes

4th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • place value concepts and notations • concepts of whole number properties • measurement tools	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • place value concepts and notations • concepts of whole number properties • measurement tools	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • place value concepts and notations • concepts of whole number properties • measurement tools	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • place value concepts and notations • concepts of whole number properties • measurement tools	The student demonstrates highly-developed content knowledge and application skills. The student consistently under-stands and uses • place value concepts and notations • concepts of whole number properties • measurement tools
The student is inaccurate when • solving one variable, one-step whole number equations with basic facts, money, and time • using one operation function tables • performing single transforma-tion of two-dimensional figures • reading and plotting points in the first quadrant of a coordinate grid	The student is rarely accurate when • solving one variable, one-step whole number equations with basic facts, money, and time • using one operation function tables • performing single transforma-tion of two-dimensional figures • reading and plotting points in the first quadrant of a coordinate grid	The student is usually accurate when • solving one variable, one-step whole number equations with basic facts, money, and time • using one operation function tables • performing single transforma-tion of two-dimensional figures • reading and plotting points in the first quadrant of a coordinate grid	The student is accurate when • solving one variable, one-step whole number equations with basic facts, money, and time • using one operation function tables • performing single transformation of two-dimensional figures • reading and plotting points in the first quadrant of a coordinate grid	The student is highly accurate when • solving one variable, one-step whole number equations with basic facts, money, and time • using one operation function tables • performing single transforma-tion of two-dimensional figures • reading and plotting points in the first quadrant of a coordinate grid
The student seldom uses problem-solving techniques to solve • one- and two-step real-world problems with addition, subtraction, and multiplication • real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)	The student inconsistently uses some problem-solving techniques to solve • one- and two-step real-world problems with addition, subtraction, and multiplication • real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)	The student uses some problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, and multiplication • real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)	The student usually uses multiple problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, and multiplication • real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)	The student effectively uses multiple problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, and multiplication • real-world applications of the statistical measures (minimum and maximum value, range, mode, median, and mean)
The student inconsistently uses representations and is unable to explain the reasoning process used to • represent relationships between mathematical operations • describe mathematical relationships with various models • identify plane figures within a composite figure • make reasonable estimations of measurements and calculations • graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot	The student inconsistently uses representations and partially explains the reasoning process used to • represent relationships between mathematical operations • describe mathematical relationships with various models • identify plane figures within a composite figure • make reasonable estimations of measurements and calculations • graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot	The student uses representations and usually explains the reasoning process used to • represent relationships between mathematical operations • describe mathematical relationships with various models • identify plane figures within a composite figure • make reasonable estimations of measurements and calculations • graph data presented in a Variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot	The student uses representations and sufficiently explains the reasoning process used to • represent relationships between mathematical operations • describe mathematical relationships with various models • identify plane figures within a composite figure • make reasonable estimations of measurements and calculations • graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot	The student accurately uses representations and effectively explains the reasoning process used to • represent relationships between mathematical operations • describe mathematical relationships with various models • identify plane figures within a composite figure • make reasonable estimations of measurements and calculations • graph data presented in a variety of formats including bar graph, pictograph, circle graph, Venn diagram, line plot

5th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • equivalent representations for whole numbers, fractions, and decimals • greatest common factor and least common multiple • properties of solids • statistical measures (minimum and maximum value, mean, median, mode, and range)	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • equivalent representations for whole numbers, fractions, and decimals • greatest common factor and least common multiple • properties of solids • statistical measures (minimum and maximum value, mean, median, mode, and range)	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • equivalent representations for whole numbers, fractions, and decimals • greatest common factor and least common multiple • properties of solids • statistical measures (minimum and maximum value, mean, median, mode, and range)	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • equivalent representations for whole numbers, fractions, and decimals • greatest common factor and least common multiple • properties of solids • statistical measures (minimum and maximum value, mean, median, mode, and range)	The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • equivalent representations for whole numbers, fractions, and decimals • greatest common factor and least common multiple • properties of solids • statistical measures (minimum and maximum value, mean, median, mode, and range)
The student is inaccurate when • solving one-step whole number equations • converting within the customary system • using a function table to identify, plot, and label ordered pairs	The student is rarely accurate when • solving one-step whole number equations • converting within the customary system • using a function table to identify, plot, and label ordered pairs	The student is usually accurate when • solving one-step whole number equations • converting within the customary system • using a function table to identify, plot, and label ordered pairs	The student is accurate when • solving one-step whole number equations • converting within the customary system • using a function table to identify, plot, and label ordered pairs	The student is highly accurate when • solving one-step whole number equations • converting within the customary system • using a function table to identify, plot, and label ordered pairs
The student seldom uses problem-solving techniques to solve • one- and two-step real-world problems with addition, subtraction, multiplication, and division • real-world applications of the properties of plane figures • real-world applications of measurement and measurement formulas	The student inconsistently uses some problem-solving techniques to solve • one- and two-step real-world problems with addition, subtraction, multiplication, and division • real-world applications of the properties of plane figures • real-world applications of measurement and measurement formulas	The student uses some problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, multiplication, and division • real-world applications of the properties of plane figures • real-world applications of measurement and measurement formulas	The student usually uses multiple problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, multiplication, and division • real-world applications of the properties of plane figures • real-world applications of measure-ment and measurement formulas	The student effectively uses multiple problem-solving techniques to accurately solve • one- and two-step real-world problems with addition, subtraction, multiplication, and division • real-world applications of the properties of plane figures • real-world applications of measure-ment and measurement formulas
The student inconsistently uses rep-resentations and is unable to explain the reasoning process used to • estimate number quantities • determine and find exact or approximate answers • represent situations with variables and symbols • interpret and use data displays for developing convincing arguments	The student inconsistently uses representations and partially explains the reasoning process used to • estimate number quantities • determine and find exact or approximate answers • represent situations with variables and symbols • interpret and use data displays for developing convincing arguments	The student uses representations and usually explains the reasoning process used to • estimate number quantities • determine and find exact or approximate answers • represent situations with variables and symbols • interpret and use data displays for developing convincing arguments	The student uses representations and sufficiently explains the reasoning process used to • estimate number quantities • determine and find exact or approximate answers • represent situations with variables and symbols • interpret and use data displays for developing convincing arguments	The student accurately uses representations and effectively explains the reasoning process used to • estimate number quantities • determine and find exact or approximate answers • represent situations with variables and symbols • İnterpret and use data displays for developing convincing arguments

6th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • relationships between percents, decimals, and fractions • basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions • probability of simple events	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • relationships between percents, decimals, and fractions • basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions • probability of simple events	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • relationships between percents, decimals, and fractions • basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions • probability of simple events	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • relationships between percents, decimals, and fractions • basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions • probability of simple events	The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • relationships between percents, decimals, and fractions • basic operations of whole numbers and decimals and addition, subtraction, and multiplication of fractions • probability of simple events
The student is inaccurate when • comparing integers, fractions, and decimals • classifying angles and triangles • converting within the metric system • performing transformations of two-dimensional figures • reading and plotting points in the coordinate plane	The student is rarely accurate when • comparing integers, fractions, and decimals • classifying angles and triangles • converting within the metric system • performing transformations of two-dimensional figures • reading and plotting points in the coordinate plane	The student is usually accurate when • comparing integers, fractions, and decimals • classifying angles and triangles • converting within the metric system • performing transformations of two-dimensional figures • reading and plotting points in the coordinate plane	The student is accurate when • comparing integers, fractions, and decimals • classifying angles and triangles • converting within the metric system • performing transformations of two-dimensional figures • reading and plotting points in the coordinate plane	The student is highly accurate when • comparing integers, fractions, and decimals • classifying angles and triangles • converting within the metric system • performing transformations of two-dimensional figures • reading and plotting points in the coordinate plane
The student seldom uses problem-solving techniques to solve • one-and two-step real world problems with rational numbers • real-world problems for perimeter of polygons and area of squares, rectangles, and triangles	The student inconsistently uses some problem-solving techniques to solve • one-and two-step real world problems with rational numbers • real-world problems for perimeter of polygons and area of squares, rectangles, and triangles	The student uses some problem-solving techniques to accurately solve • one-and two-step real world problems with rational numbers • real-world problems for perimeter of polygons and area of squares, rectangles, and triangles	The student usually uses multiple problem-solving techniques to accurately solve • one-and two-step real world problems with rational numbers • real-world problems for perimeter of polygons and area of squares, rectangles, and triangles	The student effectively uses multiple problem-solving techniques to accurately solve • one and two-step real world problems with rational numbers • real-world problems for perimeter of polygons and area of squares, rectangles, and triangles
The student inconsistently uses representations and is unable to explain the reasoning process used to • check reasonableness of estimates and make predictions • continue patterns and generalize the rule for the next number • represent real-world situations by writing and/or solving one-step equations with positive rational numbers • list all possible outcomes	The student inconsistently uses representations and partially explains the reasoning process used to • check reasonableness of estimates and make predictions • continue patterns and generalize the rule for the next number • represent real-world situations by writing and/or solving one-step equations with positive rational numbers • list all possible outcomes	The student uses representations and usually explains the reasoning process used to • check reasonableness of estimates and make predictions • continue patterns and generalize the rule for the next number • represent real-world situations by writing and/or solving one-step equations with positive rational numbers • list all possible outcomes	The student uses representations and sufficiently explains the reasoning process used to • check reasonableness of estimates and make predictions • continue patterns and generalize the rule for the next number • represent real-world situations by writing and/or solving one-step equations with positive rational numbers • list all possible outcomes	The student accurately uses representations and effectively explains the reasoning process used to • check reasonableness of estimates and make predictions • continue patterns and generalize the rule for the next number • represent real-world situations by writing and/or solving one-step equations with positive rational numbers • list all possible outcomes

7th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • percentages of rational numbers • mathematical relationship between ratios, proportions, and percents • measurement formulas for perimeter, area, surface area, and volume • scale drawings • properties of triangles and quadrilaterals	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • percentages of rational numbers • mathematical relationship between ratios, proportions, and percents • measurement formulas for area, perimeter, surface area, and volume • scale drawings • properties of triangles and quadrilaterals	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • percentages of rational numbers • mathematical relationship between ratios, proportions, and percents • measurement formulas for perimeter, area, surface area, and volume • scale drawings • properties of triangles and quadrilaterals	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • percentages of rational numbers • mathematical relationship between ratios, proportions, and percents • measurement formulas for perimeter, area, surface area, and volume • scale drawings • properties of triangles and quadrilaterals	The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • percentages of rational numbers • mathematical relationship between ratios, proportions, and percents • measurement formulas for perimeter, area, surface area, and volume • scale drawings • properties of triangles and quadrilaterals
The student is inaccurate when • adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals • stating the rule for the nth term of a pattern • evaluating simple algebraic expressions	The student is rarely accurate when • adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals • stating the rule for the nth term of a pattern • evaluating simple algebraic expressions	The student is usually accurate when • adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals • stating the rule for the nth term of a pattern • evaluating simple algebraic expressions	The student is accurate when • adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals • stating the rule for the nth term of a pattern • evaluating simple algebraic expressions	The student is highly accurate when • adding, subtracting, multiplying, and dividing whole numbers, fractions, and decimals • stating the rule for the nth term of a pattern • evaluating simple algebraic expressions
The student seldom uses problem-solving techniques to solve • real-world problems for perimeter and area	The student inconsistently uses some problem-solving techniques to solve • real-world problems for perimeter and area	The student uses some problem-solving techniques to accurately solve • real-world problems for perimeter and area	The student usually uses multiple problem-solving techniques to accurately solve • real-world problems for perimeter and area	The student effectively uses multiple problem-solving techniques to accurately solve • real-world problems for perimeter and area
The student inconsistently uses representations and is unable to explain the reasoning process used to • generate equivalent representations of rational numbers and simple algebraic expressions • continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences • represent real-world problems using variables and symbols • read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots • recognize misleading data representations and effects of scale changes	The student inconsistently uses representations and partially explains the reasoning process used to • generate equivalent representations of rational numbers and simple algebraic expressions • continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences • represent real-world problems using variables and symbols • read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots • recognize misleading data representations and effects of scale changes	The student uses representations and usually explains the reasoning process used to • generate equivalent representations of rational numbers and simple algebraic expressions • continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences • represent real-world problems using variables and symbols • read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots • recognize misleading data representations and effects of scale changes	The student uses representations and sufficiently explains the reasoning process used to • generate equivalent representations of rational numbers and simple algebraic expressions • continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences • represent real-world problems using variables and symbols • read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots • recognize misleading data representations and effects of scale changes	The student accurately uses representations and effectively explains the reasoning process used to • generate equivalent representations of rational numbers and simple algebraic expressions • continue and generalize patterns including perfect squares, cubes, factors, multiples, and arithmetic and geometric sequences • represent real-world problems using variables and symbols • read graphs presented in a variety of formats including circle graphs, stem-and-leaf graphs, and box-and-whiskers plots • recognize misleading data representations and effects of scale changes

8th Grade Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs inconsistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs inconsistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • subsets of real numbers • the Pythagorean Theorem • corresponding parts of congruent and similar figures • measures of central tendency with rational numbers • ordered pairs, slope, and vertical/horizontal distance	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • subsets of real numbers • the Pythagorean Theorem • corresponding parts of congruent and similar figures • measures of central tendency with rational numbers • ordered pairs, slope, and vertical/horizontal distance	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • subsets of real numbers • the Pythagorean Theorem • corresponding parts of congruent and similar figures • measures of central tendency with rational numbers • ordered pairs, slope, and vertical/horizontal distance	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • subsets of real numbers • the Pythagorean Theorem • corresponding parts of congruent and similar figures • measures of central tendency with rational numbers • ordered pairs, slope, and vertical/horizontal distance	The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • subsets of real numbers • the Pythagorean Theorem • corresponding parts of congruent and similar figures • measures of central tendency with rational numbers • ordered pairs, slope, and vertical/horizontal distance
The student is inaccurate when • computing with integers and order of operations with rational numbers • applying real number properties • solving one- and two-step linear equations • multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero • finding the probability of compound and independent events	The student is rarely accurate when • computing with integers and order of operations with rational numbers • applying real number properties • solving one- and two-step linear equations • multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero • finding the probability of compound and independent events	The student is usually accurate when • computing with integers and order of operations with rational numbers • applying real number properties • solving one- and two-step linear equations • multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero • finding the probability of compound and independent events	The student is accurate when • computing with integers and order of operations with rational numbers • applying real number properties • solving one- and two-step linear equations • multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero • finding the probability of compound and independent events	The student is highly accurate when • computing with integers and order of operations with rational numbers • applying real number properties • solving one- and two-step linear equations • multiplying and dividing numbers between 0 and 1, numbers larger than one, and multiplying by zero • finding the probability of compound and independent events
The student seldom uses problem-solving techniques to solve • real-world problems with rational numbers, pi, and percents	The student inconsistently uses some problem-solving techniques to solve • real-world problems with rational numbers, pi, and percents	The student uses some problem-solving techniques to accurately solve • real-world problems with rational numbers, pi, and percents	The student usually uses multiple problem-solving techniques to accurately solve • real-world problems with rational numbers, pi, and percents	The student effectively uses multiple problem-solving techniques to accurately solve • real-world problems with rational numbers, pi, and percents
The student inconsistently uses representations and is unable to explain the reasoning process used to • represent real-world problems • translate between numerical, graphical, tabular, and symbolic representations of linear relationships • model situations graphically, algebraically and geometrically • predict simple events	The student inconsistently uses representations and partially explains the reasoning process used to • represent real-world problems • translate between numerical, graphical, tabular, and symbolic representations of linear relationships • model situations graphically, algebraically and geometrically • predict simple events	The student uses representations and usually explains the reasoning process used to • represent real-world problems • translate between numerical, graphical, tabular, and symbolic representations of linear relationships • model situations graphically, algebraically and geometrically • predict simple events	The student uses representations and sufficiently explains the reasoning process used to • represent real-world problems • translate between numerical, graphical, tabular, and symbolic representations of linear relationships • model situations graphically, algebraically and geometrically • predict simple events	The student accurately uses representations and effectively explains the reasoning process used to • represent real-world problems • translate between numerical, graphical, tabular, and symbolic representations of linear relationships • model situations graphically, algebraically, and geometrically • predict simple events

High School Mathematics

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
A student scoring at the academic warning level always performs incon-sistently and/or inaccurately when working on all grade-level mathematical tasks.	A student scoring at the approaches standard level usually performs incon-sistently and/or inaccurately when working on most grade-level mathematical tasks.	A student scoring at the meets standard level usually performs consistently and accurately when working on most grade-level mathematical tasks.	A student scoring at the exceeds standard level usually performs consistently and accurately when working on all grade-level mathematical tasks.	A student scoring at the exemplary level always performs consistently and accurately when working on all grade-level mathematical tasks.
The student struggles to demonstrate content knowledge and application skills. The student seldom understands and uses • properties of real numbers • slopes of parallel and perpendicular lines • slope/y-intercept forms of a line	The student demonstrates limited content knowledge and application skills. The student sometimes understands and uses • properties of real numbers • slopes of parallel and perpendicular lines • slope/y-intercept forms of a line	The student demonstrates sufficient content knowledge and application skills. The student usually understands and uses • properties of real numbers • slopes of parallel and perpendicular lines • slope/y-intercept forms of a line	The student demonstrates well-developed content knowledge and application skills. The student usually understands and uses • properties of real numbers • slopes of parallel and perpendicular lines • slope/y-intercept forms of a line	The student demonstrates highly-developed content knowledge and application skills. The student consistently understands and uses • properties of real numbers • slopes of parallel and perpendicular lines • slope and y-intercept forms of a line
The student is inaccurate when • solving systems of equations • computing probability and odds • analyzing the effects of transforma-tions on perimeter, area, and volume • analyzing the effect of changes in the slope and constant of linear equations	The student is rarely accurate when • solving systems of equations • computing probability and odds • analyzing the effects of transforma-tions on perimeter, area, and volume • analyzing the effect of changes in the slope and constant of linear equations	The student is usually accurate when • solving systems of equations • computing probability and odds • analyzing the effects of transforma-tions on perimeter, area, and volume • analyzing the effect of changes in the slope and constant of linear equations	The student is accurate when • solving systems of equations • computing probability and odds • analyzing the effects of transforma-tions on perimeter, area, and volume • analyzing the effect of changes in the slope and constant of linear equations	The student is always accurate when • solving systems of equations • computing probability and odds • analyzing the effects of transforma-tions on perimeter, area, and volume • analyzing the effect of changes in the slope and constant of linear equations
The student seldom uses problem-solving techniques to solve • real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents • real-world applications of linear equations and inequalities • real-world applications of the Pythagorean Theorem • real-world problems using data analysis from a data display	The student inconsistently uses some problem-solving techniques to solve • real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents • real-world applications of linear equations and inequalities • real-world applications of the Pythagorean Theorem • real-world problems using data analysis from a data display	The student uses some problem-solving techniques to accurately solve • real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents • real-world applications of linear equations and inequalities • real-world applications of the Pythagorean Theorem • real-world problems using data analysis from a data display	The student usually uses multiple problem-solving techniques to accurately solve • real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents • real-world applications of linear equations and inequalities • real-world applications of the Pythagorean Theorem • real-world problems using data analysis from a data display	The student effectively uses multiple problem-solving techniques to accurately solve • real-world problems involving volume and surface area of rectangular solids and cylinder, and application of percents • real-world applications of linear equations and inequalities • real-world applications of the Pythagorean Theorem • real-world problems using data analysis from a data display
The student inconsistently uses representations and is unable to explain the reasoning process used to • adjust estimates • represent real-world problems with linear equations and inequalities • interpret the real-world meaning of slope, intercepts, and points on/off a line • interpret the effect of outliers • approximate the line of best fit • analyze data from a data display	The student inconsistently uses representations and partially explains the reasoning process used to • adjust estimates • represent real-world problems with linear equations and inequalities • interpret the real-world meaning of slope, intercepts, and points on/off a line • interpret the effect of outliers • approximate the line of best fit • analyze data from a data display	The student uses representations and usually explains the reasoning process used to • adjust estimates • represent real-world problems with linear equations and inequalities • interpret the real-world meaning of slope, intercepts, and points on/off a line • interpret the effect of outliers • approximate the line of best fit • analyze data from a data display	The student uses representations and sufficiently explains the reasoning process used to • adjust estimates • represent real-world problems with linear equations and inequalities • interpret the real-world meaning of slope, intercepts, and points on/off a line • interpret the effect of outliers • approximate the line of best fit • analyze data from a data display	The student accurately uses representations and effectively explains the reasoning process used to • adjust estimates • represent real-world problems with linear equations and inequalities • interpret the real-world meaning of slope, intercepts, and points on/off a line • interpret the effect of outliers • approximate the line of best fit • analyze data from a data display