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| **LG #** | **804** | **Standards:** | **8.EE.2.5, 8.EE.2.6** |
| **4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard.****The student will be able to:*** Create a mathematical situation where real-world data can be collected and modeled using a proportional relationship.

**No major errors or omissions regarding the score 4.0 content.** |
| **3.5** | In addition to 3.0, in-depth inferences and applications with partial success. |
| **3.0** | **Students will be able to understand the connections between proportional relationships, lines, and linear equations.****The student will be able to:*** [Identify the slope of a linear relationship from equations, tables, and graphs. (8.EE.2.5)](http://www.cpalms.org/Public/PreviewResource/Preview/58624)
* [Interpret the unit rate as the slope of a linear function. (8.EE.2.5)](http://www.cpalms.org/Public/PreviewResource/Preview/58625)
* [Compare two proportional relationships represented in different ways (i.e. compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed). (8.EE.2.5)](http://www.cpalms.org/Public/PreviewResource/Preview/59187)
* Explain why the slope, *m*, is the same between any two points on a line. (8.EE.2.6)
* Derive the equations *y = mx* or *y = mx + b* for a line [through the origin](http://www.cpalms.org/Public/PreviewResource/Preview/66706) or a line [intercepting the vertical axis at *b*](http://www.cpalms.org/Public/PreviewResource/Preview/66710), respectively. (8.EE.2.6)
* [Use similar triangles to explain why the slope, *m*, is the same between any two distinct points on a non-vertical line in the coordinate plane. (8.EE.2.6)](http://www.cpalms.org/Public/PreviewResource/Preview/66702)

**No major errors or omissions regarding the score 3.0 content (simple or complex).** |
| **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content. |
| **2.0** | **The student recognizes and describes specific terminology such as:**

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| --- | --- | --- |
| * Unit rate
 | * *y-*intercept
 | * Constant rate of change
 |
| * Slope
 | * Slope-intercept form
 | * Direct variation
 |
| * Proportional relationship
 | * Similar triangle
 | * Scale factor
 |

**The student will be able to:*** Identify proportional relationships given a table or graph. (8.EE.2.5)
* Given an equation or a proportional relationship, students can construct a graph of the relationship. (8.EE.2.5)
* Represent proportional relationships with equations. (8.EE.2.5)
* Identify the unit rate in tables, diagrams, and verbal descriptions of proportional relationships. (8.EE.2.5)
* Describe similar figures using scale factor. (8.EE.2.6)
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| **1.5** | Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content. |
| **1.0** | With 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 some of the simpler details and processes and some of the more complex ideas and processes. |
| **0.0** | Even with help, no understanding or skill is demonstrated |