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| **LG #** | **814** | **Standards:** | **8.SP.1.1, 8.SP.1.2, 8.SP.1.3, 8.SP.1.4** |
| **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:*** Compile data from primary and secondary sources to analyze trends in present and past real-world situations (i.e. population during the baby boom, economic trends, global warming, depreciation of a car value, etc.).

**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 investigate patterns of association in bivariate data.****The student will be able to:*** [Interpret scatter plots for bivariate data. (8.SP.1.1)](http://www.cpalms.org/Public/PreviewResource/Preview/69284)
* [Describe patterns of association between two quantities, such as clustering, outliers, positive or negative association, linear association, and nonlinear association.](http://www.cpalms.org/Public/PreviewResource/Preview/69235) ([8.SP.1.1](http://www.cpalms.org/Public/PreviewResource/Preview/69265))
* Know that straight lines are widely used to model relationships between two quantitative variables. (8.SP.1.2)
* Describe a linear relationship from a scatter plot. (8.SP.1.2)
* Identify the slope and intercept from the equation of a linear model in the context of a problem. (8.SP.1.3)
* Interpret the [slope](http://www.cpalms.org/Public/PreviewResource/Preview/69364) and [intercept](http://www.cpalms.org/Public/PreviewResource/Preview/69377) from the equation of a linear model in the context of a problem. ([8.SP.1.3](http://www.cpalms.org/Public/PreviewResource/Preview/69361))
* [Use the equation of a linear model to solve problems in the context of bivariate measurement data. (8.SP.1.3)](http://www.cpalms.org/Public/PreviewResource/Preview/69356)
* [Construct](http://www.cpalms.org/Public/PreviewResource/Preview/69380) and [interpret](http://www.cpalms.org/Public/PreviewResource/Preview/66803) a two-way table on two categorical variables collected from the same subjects. (8.SP.1.4)
* [Draw conclusions about the association between the data (positive/negative association). (8.SP.1.4)](http://www.cpalms.org/Public/PreviewResource/Preview/66804)
* [Calculate and use relative frequencies from data given in a two-way table. (8.SP.1.4)](http://www.cpalms.org/Public/PreviewResource/Preview/69381)
* Describe possible associations based on the relative frequencies. (8.SP.1.4)

**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:**

|  |  |  |
| --- | --- | --- |
| * Scatter plot
 | * Correlation
 | * Relative frequency
 |
| * Bivariate data
 | * Clustering
 | * Line of best fit
 |
| * Outliers
 | * Trend
 | * Quantitative data
 |
| * Positive/negative association
 | * Linear/nonlinear association
 | * Two-way table
 |

**The student will be able to:*** [Construct a scatter plot for bivariate data. (8.SP.1.1)](http://www.cpalms.org/Public/PreviewResource/Preview/68337)
* [Draw/sketch](http://www.cpalms.org/Public/PreviewResource/Preview/66792) or [choose](http://www.cpalms.org/Public/PreviewResource/Preview/66802) a line of best fit on a scatter plot. ([8.SP.1.2](http://www.cpalms.org/Public/PreviewResource/Preview/66801))
* Describe the type of correlation from the trend line. (8.SP.1.2)
* Describe patterns of association displayed in a two-way table. (8.SP.1.4)
 |
| **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 |