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| **LG #** | **L106** | **Standards:** | **F-IF.2.4, F-IF.2.5, F-IF.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:**   * Predict future outcomes based on domain constraints. * Relate the range constraints of a function to the quantitative relationship it describes.   **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 interpret functions that arise in applications in terms of the context.**  **The student will be able to:**   * For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities. (F-IF.2.4) * Relate the domain of a function to the quantitative relationship it describes, where applicable. (F-IF.2.5) * Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. (F-IF.2.6)   **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:**   |  |  |  | | --- | --- | --- | | * Axis of Symmetry | * Domain | * Vertex | | * Intervals | * Range | * Ordered Pair | | * Maximum | * Rate of change | * Intercepts (x and y) | | * Minimum | * Slope |  |   **The student will be able to:**   * Sketch graphs showing key features given a verbal description of the relationship.   (F-IF.2.4)   * Relate the domain of a function to its graph. (F-IF.2.5) * Estimate the rate of change of a function from its graph. (F-IF.2.6) | | |
| **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 | | |