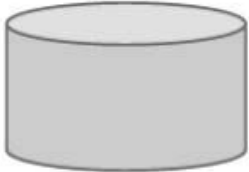


Subject: Math-Quarter 2	Grade: 8	Strand: Algebra and Functions												
Standard: 8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations														
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	<p style="text-align: center;">Sample Task(s)</p> <p>Below is a data table. Fill in the missing data so that the function is linear.</p> <table border="1" data-bbox="1272 620 1617 1097"> <thead> <tr> <th>Day</th> <th>Dollars Earned</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2.5</td> </tr> <tr> <td>16</td> <td>5</td> </tr> <tr> <td>24</td> <td></td> </tr> <tr> <td>32</td> <td>10</td> </tr> <tr> <td>40</td> <td></td> </tr> </tbody> </table>	Day	Dollars Earned	8	2.5	16	5	24		32	10	40	
	Day	Dollars Earned												
8	2.5													
16	5													
24														
32	10													
40														
3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>													
3.0	The student demonstrates proficiency on the grade level standard by: <ul style="list-style-type: none"> Describe similarities and differences between linear and nonlinear functions from tables. 	Sample Task(s)												

	<ul style="list-style-type: none"> Describe similarities and differences between linear and nonlinear functions from graphs. Describe similarities and differences between linear and nonlinear functions from equations. Give examples of functions that are not linear. <p>The student is consistently able to apply the grade level concepts and skills above.</p>	<p>The table below represents the sand fill rate for the pictured vase. Is the sand fill rate a linear or nonlinear function? Explain your reasoning.</p> <table border="1" data-bbox="1270 386 1635 834"> <thead> <tr> <th>Time (Sec.)</th> <th>Fill height (in.)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> </tr> <tr> <td>5</td> <td>20</td> </tr> </tbody> </table> 	Time (Sec.)	Fill height (in.)	0	0	1	4	2	8	3	12	5	20
Time (Sec.)	Fill height (in.)													
0	0													
1	4													
2	8													
3	12													
5	20													
2.5	<p><i>Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.</i></p>													
2.0	<p>The student is demonstrating success on the following foundational concepts and skills:</p> <ul style="list-style-type: none"> Identify linear and nonlinear functions from a table. Identify linear and nonlinear functions from a graph. Identify linear and nonlinear functions from an equation. 	<p>Sample Task(s)</p>												
1.5	<p><i>Student has independently demonstrated some success on the foundational concepts and skills.</i></p>													
1.0	<p>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</p>													
0.0	<p>There is no evidence of success on the foundational concepts and skills, even with support.</p>													