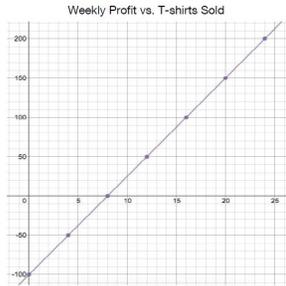| Subject: Math-Quarter 2	Grade: 8	Strand: Algebra and Functions

Standard: 8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in y = mx + b that m is the slope (rate of change) and b is the y-intercept of the graph, and describe the meaning of each in the context of a problem.

	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	Sample Task(s)
4.0		The graph below shows the relationship between the profit of a small T-shirt company and the number of T-shirts they sell each week. Weekly Profit vs. T-shirts Sold Each year, the company's t-shirt sales drop by about 20 t-shirts the week after Christmas. What effect will this have on their profits the week after Christmas? The company is projecting that their sales will increase by eight t-shirtsnext week. What effect will this have on their profit for the week?
3.5	*Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.*	

	The student demonstrates proficiency on the grade level standard by: ● Construct a function model and describe the meaning of the input(x) and output(y) and its relationship to the slope(rate of change). ● Identify the y-intercept as the starting point of a graph. ● Describe the meaning of the slope and y-intercept in the context of a problem. **The student is consistently able to apply the grade level concepts and skills above.**	**Sample Task(s)**
3.0		The graph below shows the relationship between the profit of a small T-shirt company and the number of T-shirts they sell each week. Weekly Profit vs. T-shirts Sold Identify the y-intercept of this line and explain what it means in the context of the t-shirt company.
2.5	*Student has demonstrated an understanding of the concepts and skills in Level 2, as well as some success on Level 3 concepts and skills.*	
2.0	**The student is demonstrating success on the following foundational concepts and skills:** ● identify and graph input(x) and output (y). ● recognize slope(rate of change) as vertical change over horizontal change. ● graphing points using an (x,y) coordinate. ● graphing the the slope based on the vertical change over horizontal change.	**Sample Task(s)**
1.5	*Student has independently demonstrated some success on the foundational concepts and skills.*	
1.0	**The student can demonstrate some success on the foundational concepts and skills but requires support to do so.**	
0.0	**There is no evidence of success on the foundational concepts and skills, even with support.**	