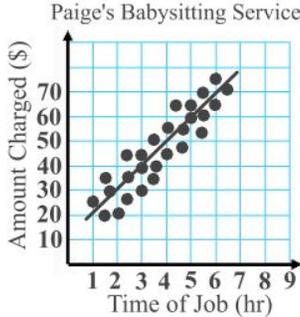
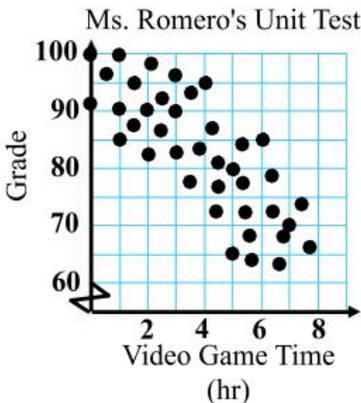


Subject: Math-Quarter 3	Grade: 8	Strand: DATA ANALYSIS, STATISTICS, AND PROBABILITY
<b>Standard: 8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.</b>		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	<p style="text-align: center;"><b>Sample Task(s)</b></p> <p>Paige is starting a babysitting service. She checks with other babysitters in her area and records the length of a job and how much was paid. She creates a scatter plot for her data.</p> <div style="text-align: center;">  <p>The scatter plot shows a positive linear correlation between the time of a job and the amount charged. The y-axis is labeled 'Amount Charged (\$)' and ranges from 0 to 70 in increments of 10. The x-axis is labeled 'Time of Job (hr)' and ranges from 0 to 9 in increments of 1. There are approximately 15 data points, and a line of best fit is drawn through them, starting near (1, 20) and ending near (7, 70).</p> </div> <p>What is the line of best fit if Paige uses the points (2.50, 35) and (5, 60) to find the equation?</p>
	3.5	<i>Student has consistently met Level 3 requirements, but occasionally demonstrates the ability to successfully work beyond.</i>
3.0	<p><b>The student demonstrates proficiency on the grade level standard by:</b></p> <ul style="list-style-type: none"> <li>• Informally fit a straight line in a scatter plot.</li> <li>• Describe the model it by judging the closeness of the data points to the line.</li> </ul> <p><b>The student is consistently able to apply the grade level concepts and skills above.</b></p>	<p style="text-align: center;"><b>Sample Task(s)</b></p> <p>Ms. Romero wants to explore the relationship between the amount of time her students spend playing video games (hours)</p>

and their grades on the previous unit test. She creates a scatter plot for the data.



Identify which pairs of points would be appropriate to use to find a line of best fit for the scatter plot. Choose all that apply.

2.5	<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>	
2.0	<p><b>The student is demonstrating success on the following foundational concepts and skills:</b></p> <ul style="list-style-type: none"> <li>• Determine the linear or nonlinear association of a set of data</li> <li>• Identify a linear association from a scatter plot</li> <li>• Draw a straight line</li> </ul>	<b>Sample Task(s)</b>
1.5	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>	
1.0	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>	
0.0	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>	