


Subject: Math-Quarter 3	Grade: 8	Strand: Algebra and Functions
<b>Standard: 8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</b>		
4.0	Student demonstrates a deep understanding by consistently extending work beyond Level 3.	<b>Sample Task(s)</b>
		<p>Sketch a graph and write a story with more details to match the following situation:          Halfway on a 50 mile trail, Diego and Robbie cross paths four hours after beginning their rides at the same time.</p> <div style="text-align: center;">  </div>
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>• Give examples of linear equations with one solution.</li> <li>• Give examples of linear equations with infinitely many solutions.</li> <li>• Give examples of linear equations with no solutions.</li> </ul> <p><b>The student is consistently able to apply the grade level concepts and skills above.</b></p>	<b>Sample Task(s)</b>

		<p>Which ordered pair is a solution the system of equations?</p> $\begin{cases} x + y = 10 \\ x - y = 4 \end{cases}$ <table border="1" data-bbox="1281 341 1768 836"> <tr> <td data-bbox="1281 341 1375 479"><b>a</b></td> <td data-bbox="1375 341 1768 479">(2, 8)</td> </tr> <tr> <td data-bbox="1281 479 1375 617"><b>b</b></td> <td data-bbox="1375 479 1768 617">(3, 7)</td> </tr> <tr> <td data-bbox="1281 617 1375 755"><b>c</b></td> <td data-bbox="1375 617 1768 755">(7, 3)</td> </tr> <tr> <td data-bbox="1281 755 1375 836"><b>d</b></td> <td data-bbox="1375 755 1768 836">(8, 2)</td> </tr> </table>	<b>a</b>	(2, 8)	<b>b</b>	(3, 7)	<b>c</b>	(7, 3)	<b>d</b>	(8, 2)
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<b>b</b>	(3, 7)									
<b>c</b>	(7, 3)									
<b>d</b>	(8, 2)									
<b>2.5</b>	<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>									
<b>2.0</b>	<p><b>The student is demonstrating success on the following foundational concepts and skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding solution as value/ordered pair that makes equation true.</li> <li>• Use properties of equality to solve a linear equation.</li> <li>• Represent a linear relationship with a graph.</li> <li>• Understanding point on a graph of a line as a solution that makes equation true statement.</li> <li>• Write an equation to represent a relationship between two quantities.</li> </ul>	<b>Sample Task(s)</b>								
<b>1.5</b>	<i>Student has independently demonstrated some success on the foundational concepts and skills.</i>									
<b>1.0</b>	<b>The student can demonstrate some success on the foundational concepts and skills but requires support to do so.</b>									

<b>0.0</b>	<b>There is no evidence of success on the foundational concepts and skills, even with support.</b>	
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