

NUMBER SENSE AND OPERATIONS
Measurement Topic: Number Sense and Number Systems
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Reading, writing, comparing, ordering, and plotting rational numbers <ul style="list-style-type: none"> ○ Defining rational number and explaining why a number is referred to as being rational ○ Reading, writing, comparing, ordering, and plotting rational numbers ○ Reading, writing, and comparing numbers written in scientific notation (positive and negative exponents) ○ Converting between fractions, decimals, and percents • Finding the prime factorization of whole number and expressing in exponential form • Generating and evaluating various numbers in exponential form (positive, negative, and zero exponents)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Exponent ○ Proportion ○ Scientific notation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Rational numbers can be written as simple fractions ○ The prime factorization of $120 = 2 \times 2 \times 2 \times 3 \times 5 = 2^3 \times 3 \times 5$ ○ $5^3 = 5 \times 5 \times 5 = 125$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

NUMBER SENSE AND OPERATIONS
Measurement Topic: Operations, Computations, and Estimation
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Calculating the square root of perfect squares • Applying the algebraic order of operations and properties of real numbers (Identity, Inverse, Zero, Commutative, Associative, Distributive) to simplify expressions and perform computations • Performing computations involving percents, proportions, and absolute values: <ul style="list-style-type: none"> ○ Solving problems involving percents (simple and compound interest, commission, discounts, tips) ○ Calculating and estimating the percent increase and decrease of a quantity ○ Using proportions to solve problems (percent, similarity, scale drawings, dilation, unit price, indirect measurement) ○ Evaluating expressions containing absolute values • Modeling and applying the multiplication and division properties of exponents • Using estimation strategies to decide whether answers are reasonable • Using mental arithmetic to compute with simple fractions, decimals, and powers

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Square Root ○ Absolute value ○ Dilation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ $\sqrt{144} = 12$ ○ $a \times 0 = 0$ shows the Zero property ○ $\\$1,000 \times 10\% = \\100 ○ $(x^3)^2 = x^6$ ○ a reasonable estimate of 0.235×0.45 would be rounding to the nearest tenth: $0.2 \times 0.5 = 0.1$ (actual answer: 0.10575) ○ $15^2 = 225$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Functions and Equations
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing, simplifying, and evaluating algebraic expressions, linear equations, and inequalities: <ul style="list-style-type: none"> ○ Writing, simplifying, and evaluating algebraic expressions ○ Writing and solving linear equations in one variable, interpreting the solution, and verifying the reasonableness of the results ○ Finding and interpreting the x and/or y intercepts of a linear equation ○ Finding the interpreting the slope of a linear equation ○ Writing linear equations in slope-intercept form ($y = mb + b$) ○ Writing and solving linear inequalities in one variable, interpreting the solution(s), and verifying the reasonableness of the results ○ Solving various equations and formulas with two or more variables for a specific variable • Solving problems involving monomials, binomials, and polynomials: <ul style="list-style-type: none"> ○ Modeling and computing addition and subtraction of polynomials ○ Modeling and computing multiplication of binomials by binomials ○ Modeling and computing multiplication of polynomials by monomials ○ Classifying polynomials by degree and number of terms and expressing in standard form • Representing, analyzing, and extending patterns and functions: <ul style="list-style-type: none"> ○ Representing, analyzing, and extending patterns and functions using verbal descriptions, tables, graphs, and simple variable expressions ○ Representing and extending arithmetic and geometric sequences and describing the difference between them ○ Classifying functions as linear or nonlinear

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Monomial ○ Polynomial ○ Geometric sequence • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Representing linear equations using function notation ($f(x) = mb + b$) ○ Classifying polynomials by degree and number of terms ○ $x^3 - 3x = 3x^2 + 5$ written in standard form is $x^3 - 3x^2 - 3x - 5 = 0$ ○ Identifying a nonlinear function
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

ALGEBRA AND FUNCTIONS
Measurement Topic: Algebraic Representations and Mathematical Models
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Graphing linear equations and inequalities: <ul style="list-style-type: none"> ○ Graphing linear equations by plotting points (t-chart) and using slope and y-intercept ○ Determining the equations for graphs of various linear functions ○ Graphing linear inequalities • Graphing and solving quadratic functions: <ul style="list-style-type: none"> ○ Identifying and graphing quadratic functions ○ Determining the minimum value, maximum value, and number of solutions from the graph of a quadratic function • Graphing absolute value equations • Translating word phrases into algebraic expressions and algebraic expressions into word phrases

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Quadratic function ○ Minimum value ○ Algebraic expression • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The graph of $x \geq -2$ is <div style="text-align: center;"> </div> ○ Identifying graphs of quadratic functions ○ The graph of the equation $y = x + 2$ is a “V” with a vertex at (-2, 0), points at (-7, 5) and (3, 5), that crosses the y-axis at (0, 2) ○ Problem situation: a new room is being built that needs to be three times the width of the adjacent room and twice the height, find the area of the new room; algebraic expression: $A = 3w \times 2h$
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Lines, Angles, and Geometric Objects
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using the Pythagorean Theorem: <ul style="list-style-type: none"> ○ Using the Pythagorean Theorem to find the missing side length of a right triangle and the lengths of other line segments ○ Explaining at least one proof of the Pythagorean Theorem • Constructing geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, central angles, radii, diameters, chords) • Solving problems involving angles: <ul style="list-style-type: none"> ○ Finding the sum of interior and exterior angles of regular convex polygons ○ Using the properties of complementary, supplementary, vertical, and adjacent angles, and the sum of interior angles to solve various problems involving unknown angles • Representing and analyzing shapes using coordinate geometry: <ul style="list-style-type: none"> ○ Representing and analyzing shapes using coordinate geometry (e.g., given three vertices and the type of quadrilateral, find the coordinates of the fourth vertex) ○ Applying the Distance and Midpoint Formulas to find the distance between two points and the midpoint of line segments on the coordinate plane



2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Altitude ○ Angle bisector ○ Pythagorean Theorem • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The Pythagorean Theorem can be expressed as $a^2 + b^2 = c^2$ ○ Recognizing basic elements of geometric figures ○ The sum of the angles of a triangle is always 180 degrees ○ The midpoint of the segment connecting the points (-4, 6) and (3, -8) is (-0.5, -1)
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

GEOMETRY
Measurement Topic: Transformations, Congruency, and Similarity
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Drawing transformations of figures in the coordinate plane (translations, reflection, rotation) • Analyzing properties of dilation, relating to scale factor and similar figures

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Dilation ○ Scale factor • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The following picture shows a translation <div style="text-align: center; margin: 10px 0;">  </div> ○ The following picture shows a dilation <div style="text-align: center; margin: 10px 0;">  </div>
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Measurement Systems
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Converting common measurements between and within measurement systems (e.g., foot to meter, miles to feet) • Selecting and applying appropriate units and tools to measure and estimate • Examining the importance of precision when calculating with measurements

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Precision • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ 1 mile = 1.609 kilometer (rounded to three decimal places) ○ Measuring cups are often used to measure ingredients in cooking ○ Framing materials not cut to precise measurements may be too short or too long
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

MEASUREMENT
Measurement Topic: Perimeter, Area, and Volume
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Finding the perimeter/circumference and area of regular and irregular two-dimensional shapes • Finding the surface area and volume of cylinders, prisms, pyramids, cones, and spheres • Analyzing characteristics of surface area and volume: <ul style="list-style-type: none"> ○ Demonstrating that two figures may have the same volume but different surface areas ○ Demonstrating that two figures may have the same surface area but different volumes ○ Describing what happens to the surface area and volume of a three-dimensional objects when the measurements of the object are changes (e.g., the length of sides are doubled)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Formula for the volume of cylinders ○ Formula for the surface area of pyramids • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The formula for finding the area of a trapezoid is $A = ((b_1 + b_2) / 2) \times h$ ○ The volume of a cube with side length 5 inches would be $V = s^3 = 5^3 = 125 \text{ in}^3$ ○ Two figures may have the same volume but different surface areas
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

DATA ANALYSIS AND PROBABILITY
Measurement Topic: Data Organization and Interpretation
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Organizing, displaying, and interpreting data using tables, graphs (line, circle, bar, histogram) and plots (stem-and-leaf, box-and-whisker, scatter) • Computing the minimum, lower quartile, median, upper quartile, and maximum of a set of data • Examining the effect of outliers on the mean, median, mode, and range of a set of data • Investigating the influence of sample selection • Examining misleading statistics and graphs

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Lower quartile ○ Upper quartile ○ Outliers • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ A histogram is a graphical display of tabulated frequencies ○ Lower quartile is the median of the first 50% of the data ○ Outliers can cause the mean of the data set to be inflated, that is, higher than would be otherwise expected ○ Two different samples could produce different results ○ Recognizing examples of misleading graphs
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

DATA ORGANIZATION AND PROBABILITY

Measurement Topic: Probability

Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Determining and comparing experimental and theoretical probabilities of the same event • Using permutations and combinations to find possible arrangements • Expressing probabilities as odds in favor of or odds against an event occurring • Making and justifying predictions from statistical data and graphs

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Possible arrangements ○ Experimental probability • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ The theoretical probability of an odd number being tossed on a single die is $\frac{3}{6} = \frac{1}{2}$ ○ The number of permutations for five books on a shelf is $5! = 1 \times 2 \times 3 \times 4 \times 5 = 120$ ○ The probability of an event is $\frac{1}{6}$, the odds against the event occurring is 5 to 1 ○ Theoretical probabilities can be used to make predictions regarding the likelihood of future events
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

PROBLEM SOLVING
Measurement Topic: Strategies and Reasoning
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns • Selecting and applying appropriate strategies to solve problems individually or as a group (e.g., modeling with pictures or manipulatives, breaking into simpler parts, solving a simpler problem, work backwards, trial and error, counterexamples, proportionality) • Expressing solutions clearly and logically and determining whether an approximate or exact answer is appropriate: <ul style="list-style-type: none"> ○ Expressing solutions clearly and logically, supporting with appropriate verbal and symbolic work (what you did and how you did it) ○ Indicating the relative advantages of exact and approximate solutions to problems and giving answers to a specified degree of accuracy • Analyzing different problem solving methods: <ul style="list-style-type: none"> ○ Evaluating the efficiency of different representations and solution methods of a problem, and describing the advantages and disadvantages of each ○ Noting the method of finding the solution and showing a conceptual understanding of the method by solving similar problems • Making and testing mathematical conjectures using inductive and deductive reasoning

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Counterexample ○ Proportionality ○ Inductive reasoning • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing relevant information ○ Describing how to use simpler problems to solve more complex problems ○ Expressing solutions clearly and logically ○ Recognizing situations to use a given problem solving method ○ Making mathematical conjectures based on a description of a mathematical problem
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

PROBLEM SOLVING
Measurement Topic: Validity of Results
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	Student exhibits no major errors or omissions and demonstrates understanding by: <ul style="list-style-type: none"> • Making precise calculations and evaluate the reasonableness of the solution in the context of the problem • Explaining the reasoning used to solve a problem (what you did and why you chose to do it that way) • Using estimation to verify the reasonableness of calculated results

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Logical reasoning ○ Reasonableness ○ Validity • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct calculations and ways to check for validity ○ Recognizing different ways to solve a problem ○ Recognizing different strategies can be used to estimate the reasonableness of calculated results
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements