

Student Skill List Algebra (Semester 1)

Students must demonstrate proficiency to meet each standard. *Proficiency is defined as a score of 8 or higher on the attached rubric.* Each skill is scored out of 10 points and student may *retake* skills if they provide evidence of practice. Scores are based on the average of these skills.

Skill	CCSS	Success Criteria
1	6.EE.2c	Student can simplify numbers using the correct order of operations. This includes the proper use of parenthesis, exponents, multiplication, division, addition and subtraction.
2	8.EE.7b	Students can distribute numbers, variables and negatives across a parenthesis and can combine terms that have the same variable and same exponents (combining like terms).
3	6.NS.6c	Students can properly plot and label points in (x,y) form onto a coordinate grid.
4	6.EE.2a	Students appropriately substitute a known value for a variable and simplify the result using order of operations.
5	A.CED.2	Given an equation for a line in slope intercept form ($y = mx + b$), the student can graph this onto a coordinate grid. Conversely, provided a line of a coordinate grid, the student can create an equation for the line.
6	A.REI.1	Student is able to solve an equation to find the value of an unknown value through a process that requires ALL one-step, two-steps and multiple steps to find the variable.
7	8.F.1	Given an equation, the student can make a table of values with inputs and outputs for a function. Additionally, the student should be able to plot these values onto a coordinate grid.
8	N.Q.2	Student can define how the pattern is growing or decaying from a linear function. The student can also define the starting point (initial condition) from where the pattern starts growing.
9	8.SP.3	Student can intemperate a growth pattern from a real world scenario and write an equation in $y = mx + b$ form.
10	6.EE.5	Student is able to solve an inequality for an unknown value (one-step or two-steps to solution). The student will then graph the relationship on a one-line plot.
11	F.IF.4	Student solve an equation into $y = mx + b$ form when not presented in that way.
12	A.CED.1	Student is able to create an expression that includes an inequality to express the relationship of a scenario.
13	7.EE.4b	Student can solve word problems that lead to graphing the solution set and interpreting the solution in a context.

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Assessment Scoring Rubric

Each quiz/test task is associated with a specific required skill. Sections of quizzes and tests will be scored according to the student's ability to meet the success criteria according to each level on this scoring rubric. Students may have several opportunities to re-assess skills with low, unsatisfactory or undesirable scores.

4 Points	5 Points	6 points	7 Points	8 Points	9 Points	10 Points
Some progress was made, but not enough to yield a complete answer. Either the problem was stopped abruptly.	Student attempts the problem, but there is no distinguishable answer or process. The student is unable to communicate the major idea of the task.	Problem solution was completed or almost completed, however there is significant error in understanding. Progress was made although it is clear that the student doesn't understand the fundamental concepts of the problem.	A complete solution or parts of a solution are provided, although the student's lack of understanding has lead to an incorrect line of thought. Fundamental understanding is hazy, yet some understanding of the task are demonstrated in the work.	The student provides a solution, although there are some errors or incomplete ideas. The student demonstrates most understanding relating to the problem, but is missing fine details to providing a complete response.	The student demonstrates complete conceptual understanding of the problem and solution. Very few small errors are made, which render an incorrect solution. Significant understanding is demonstrated.	The solution demonstrates complete understanding. The student demonstrates mastery of the topic and answers the question correctly and completely. There are no gaps in understanding.
Unable to Finish/No Response	Significant gap in Understanding	Major gap in understanding	Some Understanding	Significant Understanding	Almost Complete Understanding	Complete Understanding