

Name \_\_\_\_\_ Date \_\_\_\_\_

1ST9WKS \_\_\_\_\_ 2ND9WKS \_\_\_\_\_ 3RD9WKS \_\_\_\_\_ 4TH9WKS \_\_\_\_\_

**7th Math - STANDARDS BASED GRADE SHEET**

*“The purpose of this report is to communicate current information to parents and students on student progress in achieving skills which promote learning.”*

**PART I: ESSENTIAL STANDARDS**

In mathematics, a depth of knowledge is essential for students to be able to progress to the next level. The following chart is an explanation of the depth of knowledge levels and to the right shows your child’s depth of knowledge on the **essential standards** taught in this course.

Factors influencing learning: (+) positively (-) negatively	Nine Weeks			
	1st	2nd	3rd	4th
Absences				
Classroom behavior				
Assignment completion				
Prepared for class				

DEPTH OF KNOWLEDGE (DOK)	EXPLANATION
<i>Level 3: Strategic Thinking</i>	At this level of complexity, students must use planning and evidence with higher order thinking processes that are more abstract. Tasks can include multiple valid responses where students must justify their choices.
<i>Level 2: Skills and Concepts</i>	At this level, a student must make some decisions about his or her approach. The tasks require working with or applying skills with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating..
<i>Level 1: Recall and Reproduction</i>	Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula.
<i>Level 0: Insufficient Understanding</i>	At this level, a student cannot show a sufficient level of understanding of simple procedures.

ADDITIONAL COMMENTS:

Semester	ESSENTIAL STANDARDS	DOK LEVEL
1st	1. I can apply formulas for the area and circumference of a circle.	
	2. I can create an equation to model proportional relationships.	
	3. I can solve multi-step ratio and percent problems using proportional relationships.	
	4. I can add, subtract, multiply, and divide with fractions, integers, and decimals	
	5. I can apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	
2nd	6. I can solve multi-step equations in real world context.	
	7. I can compare and analyze experimental and theoretical probability.	
	8. I can find the probability of compound events.	
	9. I can use angle relationships to determine the measure of unknown angles.	

**PART II: GRADE LEVEL SKILLS**

The following shows your child’s ability to achieve success (explained in the table below) on the **grade level skills** taught in this course.

<b>LEVEL OF SUCCESS</b>	<b>EXPLANATION</b>
<i>Level 4</i>	Exceeding the skill
<i>Level 3</i>	Meeting the skill
<i>Level 2</i>	Progressing toward the skill
<i>Level 1</i>	Not meeting the skill
<i>Level 0</i>	Nothing done to demonstrate learning of the skill

<b>Semester</b>	<b>GRADE LEVEL SKILLS</b>	<b>LEVEL OF SUCCESS</b>
1st	1. I can compute unit rates with ratios of fractions.	
	2. I can decide whether two quantities are in a proportional relationship.	
	3. I can identify the constant of proportionality of proportional relationships given a table or a graph.	
	4. I can solve problems involving scale drawings.	
	5. I can describe and demonstrate the additive inverse.	
	6. I can demonstrate absolute value on the number line.	
	7. I can apply absolute value to real-world contexts.	
	8. I can apply the distributive property to multiply and divide rational numbers.	
	9. I can explain the product and quotient of rational numbers in real-world context.	
	10. I can convert a fraction to a decimal using long division.	
	11. I know the decimal form of a fraction terminates or repeats.	
	12. I can simplify algebraic expressions.	
	13. I can write an expression in different forms.	

2nd	14. I can solve multi-step problems with rational numbers in any form.	
	15. I can apply percentages to real world situations.	
	16. I can construct and solve simple equations and inequalities.	
	17. I can graph and interpret inequalities.	
	18. I can make generalizations from a sample.	
	19. I can calculate measures of center and variability to compare data sets.	
	20. I can classify the outcome of any single event.	
	21. I can create and use a probability model.	
	22. I can identify the sample space.	
	23. I can explain and draw triangles given three measures of angles or sides.	
	24. I can differentiate between regular and irregular polygons.	
	25. I can name figures formed by slicing a three-dimensional figure.	
	26. I can use angle relationships to write and solve simple equations.	
27. I can solve problems involving area.		
28. I can solve problems involving surface area.		
29. I can solve problems involving volume.		