

**Grade 8 Math: Content (Sub-Claim A)**

The student solves problems involving the Major Content for grade/course with connections to the Standards for Mathematical Practice.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Expressions and Equations: 8 EE.1, 8 EE.2			
Evaluates and generates equivalent numerical expressions using and applying properties of integer exponents.	Evaluates and generates equivalent numerical expressions using and applying properties of integer exponents.	Evaluates numerical expressions using properties of integer exponents.	Evaluates numerical expressions using properties of integer exponents.
Solves equations of the form $x^2 = p$ and $\sqrt[3]{x} = p$ , $x$ representing solutions using $\sqrt{\quad}$ or $\sqrt[3]{\quad}$ symbols.	Solves equations of the form $x^2 = p$ , where $p$ is a perfect square, and solves equations of the form $x^3 = p$ , where $p$ is a perfect cube.	Partially solves equations of the form $x^2 = p$ , where $p$ is a x positive rational number and a perfect square less than or equal to 100, by representing only the positive solution of the equation.	
Scientific Notation: 8.EE.3, 8.EE.4-1, 8.EE.4-2			
Using scientific notation, estimates very large and very small quantities and determines how many times as large one number is in relation to another.	Using scientific notation, estimates very large and very small quantities.	Using scientific notation, estimates very large quantities.	Using scientific notation, estimates very large quantities.
Performs operations with numbers expressed in scientific notation. Interprets scientific notation that has been generated by technology.	Performs operations with numbers expressed in scientific notation.	Performs operations with numbers expressed in scientific notation.	
Chooses appropriate units for measuring very large or very small quantities.			
Interprets scientific notation in context.			

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Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Proportional Relationships and Linear Equations: 8.EE.5-1, 8.EE.5-2, 8.EE.6, 8.F.3-1			
Graphs linear relationships in the form $y=mx+b$ , including proportional relationships.	Graphs linear relationships, in the form $y=mx+b$ , including proportional relationships.	Graphs linear relationships, in the form $y=mx+b$ , including proportional relationships.	Graphs linear relationships, in the form $y=mx+b$ .
Interprets the unit rate as the slope of the graph of a proportional relationship and applies these concepts to solve real-world problems	Interprets the unit rate as the slope of the graph of a proportional relationship and applies these concepts to solve real-world problems.	Interprets the unit rate as the slope of the graph of a proportional relationship.	
Compares two different proportional relationships represented in different ways.	Compares two different proportional relationships represented in different ways.	Makes some comparisons between two different proportional relationships represented in different ways.	
Interprets $y=mx+b$ as defining a linear function.			
Uses similar triangles to show that the slope is the same between any two distinct points on a non-vertical line in the coordinate plane.			
Solving Linear Equations: 8.EE.7b, 8.EE.C.Int.1			
Solves mathematical and real-world problems involving linear equations in one variable, with rational number coefficients, including those that require use of the distributive property and combining like terms.	Solves linear equations in one variable, with rational number coefficients, including those that require use of the distributive property and combining like terms.	Solves linear equations in one variable, with rational number coefficients, including those that require use of the distributive property or combining like terms.	Solves linear equations in one variable, with rational number coefficients.

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Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Simultaneous Linear Equations: 8.EE.8a, 8.EE.8b-1, 8.EE.8b-2, 8.EE.8b-3, 8.EE.8c			
Analyzes and solves mathematical and real-world problems leading to pairs of simultaneous linear equations graphically, algebraically and by inspection.	Analyzes and solves mathematical problems leading to pairs of simultaneous linear equations graphically and algebraically.	Solves mathematical problems leading to pairs of simultaneous linear equations graphically and by inspection.	Solves mathematical problems leading to pairs of simultaneous linear equations graphically, where the graph is provided.
Understands the relationship between the graphic representation and the algebraic solution to the system.			
Verifies a solution utilizing multiple methods to prove accuracy.			
Functions: 8.F.1-1, 8.F.1-2, 8.F.2, 8.F.3-2			
Understands that a function is a rule assigning to each input exactly one output, which can be graphed as a set of ordered pairs.	Understands that a function is a rule that assigns to each input exactly one output and can be graphed as a set of ordered pairs.	Understands that a function is a rule that assigns to each input exactly one output and can be graphed as a set of ordered pairs.	Understands that a function is a rule that assigns to each input exactly one output.
Compares properties of two functions represented in different ways.	Compares some of the properties of two functions represented in different ways.		
Identifies and proves functions that are non-linear.			

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Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Congruence and Similarity: 8.G.1a, 8.G.1b, 8.G.1c, 8.G.2, 8.G.3, 8.G.4			
Describes the effect of dilations, translations, rotations and reflections on two-dimensional figures with and without coordinates, determines whether two given figures are congruent or similar through one or more transformations and describes the sequence of transformations to justify congruence or similarity of two figures.	Describes the effect of dilations, translations, rotations and reflections on two-dimensional figures with coordinates, and determines whether two given figures are congruent or similar through one or more transformations.	Describes the effect of translations, rotations and reflections on two-dimensional figures without coordinates and determines whether two given figures are congruent.	Describes the effect of translations, rotations or reflections on two-dimensional figures without coordinates and determines whether two given figures are congruent.
Pythagorean Theorem: 8.G.7-1, 8.G.7-2, 8.G.8			
Applies the Pythagorean Theorem in real world and mathematical problems in two and three dimensions and to find the distance between two points in a coordinate system.	Applies the Pythagorean Theorem in a simple planar case and to find the distance between two points in a coordinate system.	Applies the Pythagorean Theorem in solving for any side of the right triangle in a simple planar case without coordinates.	Applies the Pythagorean Theorem in solving for the hypotenuse of a right triangle in a simple planar case without coordinates.
Recognizes situations to apply the Pythagorean Theorem in multi-step problems.			

**Grade 8 Math: Content (Sub-Claim B)**

The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Rational Numbers: 8.NS.1, 8.NS.2			
Distinguishes between rational and irrational numbers, understands that these numbers have decimal expansions and approximates their locations on a number line, and converts between terminating decimals or decimals that repeat eventually and fractional representations of rational numbers.	Distinguishes between rational and irrational numbers, understands that these numbers have decimal expansions and approximates their locations on a number line, and converts between terminating decimals or repeating decimals of the form (0.aaa...) and fractional representations of rational numbers.	Distinguishes between rational and irrational numbers and understands that these numbers have decimal expansions and approximates their locations on a number line.	Distinguishes between rational and irrational numbers and approximates their locations on a number line.
Modeling with Functions: 8.F.4, 8.F.5-1, 8.F.5-2			
Constructs a function to model a linear relationship between two quantities described with or without a context.	Constructs a function to model a linear relationship between two quantities described with or without a context.	Constructs a function to model a linear relationship between two quantities in a table or a graph.	Identifies a function to model a linear relationship between two quantities in a table or a graph.
Given a description of a relationship or two $(x,y)$ values in a table of values or a graph, determines the rate of change and initial value of the function.	Given two $(x,y)$ values in a table of values or a graph, determines the rate of change and initial value of the function.	Determines the rate of change and initial value of the function from a table or graph that contains the initial value.	Determines the rate of change or initial value of the function from a table or graph that contains the initial value.
Analyzes and describes the functional relationship between two quantities.	Analyzes the graph of a linear function to describe the functional relationship between two quantities.	Analyzes the graph of a linear function to describe the functional relationship between two quantities.	
Sketches a graph of a function when given a written description.	Sketches the graph of a function when given a written description.		

**Grade 8 Math: Content (Sub-Claim B)**

The student solves problems involving the Additional and Supporting Content for the grade/course with connections to the Standards for Mathematical Practice.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Volume: 8.G.9			
Identifies the formulas for the volume of cones, cylinders and spheres, and uses them to find the volume or dimensions of solids in mathematical and real-world problems.	Identifies the formulas for the volume of cones, cylinders and spheres, and uses them to find the volume of solids in mathematical and real-world problems.	Identifies the formulas for the volume of cones, cylinders and spheres, and uses them to find the volume of solids in mathematical problems.	Identifies the formulas for the volume of cones, cylinders and spheres.
Applies these formulas to multiple composite mathematical solids.			
Bivariate Data: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4			
Analyzes and describes the patterns of association that can be seen in bivariate data by constructing, displaying and interpreting scatter plots and two-way tables.	Analyzes and describes the patterns of association that can be seen in bivariate data by constructing, displaying and interpreting scatter plots and two-way tables.	Describes the patterns of association that can be seen in bivariate data by interpreting scatter plots and two-way tables.	Describes the patterns of association that can be seen in bivariate data by interpreting scatter plots and two-way tables.
Uses the equation of a linear model to solve problems in context.	Uses the equation of a linear model to solve problems in context.	Uses a given equation of a linear model to solve problems in context.	
Informally fits a straight line to a scatter plot that suggests a linear association and assesses the model fit.	Informally fits a straight line to a scatter plot that suggests a linear association.	Identifies a line of best fit for a scatter plot that suggests a linear association.	
Compares linear models used to fit the same set of data to determine which is a better fit.			

**Grade 8: Reasoning (Sub-Claim C)**

In connection with content, the student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Graphs and Equations: 8.C.1.1, 8.C.1.2, 8.C.2			
<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• generalization of an argument or conclusion</li> <li>• evaluating, interpreting, and critiquing the validity and</li> <li>• efficiency of other’s responses, approaches and reasoning, conclusions and reasoning</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• evaluating, interpreting and critiquing the validity of other’s responses, approaches, conclusions and reasoning</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates a complete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical, but incomplete, progression of steps</li> <li>• minor calculation errors</li> <li>• some use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion</li> <li>• evaluating the validity of other’s approaches and conclusions</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates an incomplete response based on the principle that a graph of an equation in two variables is the set of all its solutions and a given equation or system of equations including:</p> <ul style="list-style-type: none"> <li>• a faulty approach based on a conjecture and/or stated assumptions</li> <li>• an illogical or incomplete progression of steps</li> <li>• major calculation errors</li> <li>• limited use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion</li> </ul>

**Grade 8: Reasoning (Sub-Claim C)**

In connection with content, the student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
correcting and providing a counterexample where applicable.			
Reasoning: 8.C.3.1, 8.C.3.2, 8.C.3.3, 8.C.4.1, 8.C.6			
<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• generalization of an argument or conclusion</li> <li>• evaluating, interpreting and critiquing the validity of other’s responses, approaches, conclusions and reasoning,</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• evaluating, interpreting and critiquing the validity of other’s responses, approaches, conclusions and reasoning</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates a complete response based on a chain of reasoning to justify or refute algebraic, function or linear- equation propositions or conjectures including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical, but incomplete, progression of steps</li> <li>• minor calculation errors</li> <li>• some use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion</li> <li>• evaluating the validity of other’s approaches and conclusions</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates an incomplete response based on a chain of reasoning to justify or refute algebraic, function or linear-equation propositions or conjectures including:</p> <ul style="list-style-type: none"> <li>• a faulty approach based on a conjecture and/or stated assumptions</li> <li>• an illogical and incomplete progression of steps</li> <li>• major calculation errors</li> <li>• limited use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion.</li> </ul>



**Grade 8: Reasoning (Sub-Claim C)**

In connection with content, the student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
correcting and providing a counterexample where applicable			
Geometric Reasoning: 8.C.5.1, 8.C.5.2, 8.C.5.3			
<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• generalization of an argument or conclusion</li> <li>• evaluating, interpreting and critiquing the validity and efficiency of other’s responses, approaches and reasoning, correcting and providing a counterexample where applicable</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student clearly constructs and communicates a complete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical and complete progression of steps</li> <li>• precision of calculation</li> <li>• correct use of grade-level vocabulary, symbols and labels</li> <li>• complete justification of a conclusion</li> <li>• evaluating, interpreting and critiquing the validity of other’s responses, approaches, conclusions and reasoning</li> <li>• identifying and describing errors in solutions and presenting correct solutions</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates a complete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including:</p> <ul style="list-style-type: none"> <li>• a logical approach based on a conjecture and/or stated assumptions</li> <li>• a logical, but incomplete, progression of steps</li> <li>• minor calculation errors</li> <li>• some use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion</li> <li>• evaluating the validity of other’s approaches and conclusions</li> <li>• identifying and describing errors in solutions</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student constructs and communicates an incomplete response based on applying geometric reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions including:</p> <ul style="list-style-type: none"> <li>• a faulty approach based on a conjecture and/or stated assumptions</li> <li>• an illogical and incomplete progression of steps</li> <li>• major calculation errors</li> <li>• limited use of grade-level vocabulary, symbols and labels</li> <li>• partial justification of a conclusion</li> </ul>

**Grade 8: Reasoning (Sub-Claim C)**

In connection with content, the student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
<ul style="list-style-type: none"> <li>identifying and describing errors in solutions and presenting correct solutions</li> <li>distinguishing correct explanation/reasoning from that which is flawed. If there is a flaw, presents correct reasoning.</li> </ul>			

**Grade 8: Modeling (Sub-Claim D)**

In connection with content, the student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for and making use of structure and/or looking for and expressing regularity in repeated reasoning.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
Modeling: 8.D.1, 8.D.2, 8.D.3, 8.D.4			
<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by:</p> <ul style="list-style-type: none"> <li>• using stated assumptions and making assumptions and approximations to simplify a real-world situation</li> <li>• mapping relationships between important quantities by selecting appropriate tools to create models</li> <li>• analyzing relationships mathematically between important quantities to draw conclusions</li> <li>• writing a complete, clear and correct algebraic expression or equation to describe a situation</li> <li>• applying proportional reasoning</li> <li>• writing/using functions to describe how one quantity of interest depends on another</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by:</p> <ul style="list-style-type: none"> <li>• using stated assumptions and making assumptions and approximations to simplify a real-world situation</li> <li>• mapping relationships between important quantities by selecting appropriate tools to create models</li> <li>• analyzing relationships mathematically between important quantities to draw conclusions</li> <li>• writing a complete, clear and correct algebraic expression or equation to describe a situation</li> <li>• applying proportional reasoning</li> <li>• writing/using functions to describe how one quantity of interest depends on another</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by:</p> <ul style="list-style-type: none"> <li>• using stated assumptions and approximations to simplify a real-world situation</li> <li>• illustrating relationships between important quantities by using provided tools to create models</li> <li>• analyzing relationships mathematically between important quantities to draw conclusions</li> <li>• writing an incomplete algebraic expression or equation to describe a situation</li> <li>• applying proportional reasoning</li> <li>• writing/using functions to describe how one quantity of interest depends on another</li> <li>• using reasonable estimates of known quantities in a chain of</li> </ul>	<p>In connection with the content knowledge, skills, and abilities described in Sub-claim A, the student devises a plan to apply mathematics in solving problems arising in everyday life, society and the workplace by:</p> <ul style="list-style-type: none"> <li>• using stated assumptions and approximations to simplify a real-world situation</li> <li>• identifying important quantities using provided tools to create models</li> <li>• analyzing relationships mathematically to draw conclusions</li> <li>• writing an incomplete algebraic expression or equation to describe a situation</li> <li>• applying proportional reasoning</li> <li>• using functions to describe how one quantity of interest depends on another</li> <li>• using unreasonable estimates of known quantities in a chain of</li> </ul>

**Grade 8: Modeling (Sub-Claim D)**

In connection with content, the student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), engaging particularly in the Modeling practice, and where helpful making sense of problems and persevering to solve them, reasoning abstractly, and quantitatively, using appropriate tools strategically, looking for and making use of structure and/or looking for and expressing regularity in repeated reasoning.

Exceeds Expectations	Meets Expectations	Approaches Expectations	Partially or Does Not Yet Meet Expectations
<ul style="list-style-type: none"> <li>• using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity</li> <li>• reflecting on whether the results make sense</li> <li>• improving the model if it has not served its purpose</li> <li>• interpreting mathematical results in the context of the situation</li> <li>• analyzing and/or creating constraints, relationships and goals analyzing, justifying and defending models which lead to a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• using reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity</li> <li>• reflecting on whether the results make sense</li> <li>• improving the model if it has not served its purpose</li> <li>• interpreting mathematical results in the context of the situation</li> </ul>	<ul style="list-style-type: none"> <li>reasoning that yields an estimate of an unknown quantity</li> <li>• reflecting on whether the results make sense</li> <li>• modifying the model if it has not served its purpose</li> <li>• interpreting mathematical results in a simplified context</li> </ul>	<ul style="list-style-type: none"> <li>reasoning that yields an estimate of an unknown quantity</li> </ul>