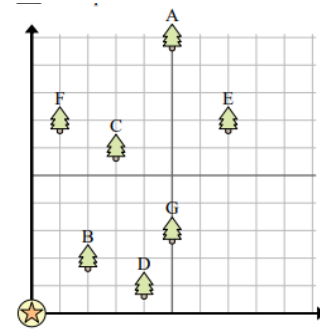


Grade: 5th
Strand: Geometry
Standard/Topic: MAT-5.G.02

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane. Interpret coordinate values of points in the context of the situation.



		Sample Activities																			
Score 4.0 Complex	In addition to Score 3.0, in-depth inferences and applications that go beyond the target content. The student will: - Develop a real-world math problem, to be represented by a given set of coordinate pairs, using a coordinate plane. (Add context to the numbers) Analyze and interpret a real-life graph (coordinate, line) to make a generalization and inferences about the data.	Develop a real-world problem to match the data in this chart, then graph them. Make sure to include labels for the x and y axis, and a title for the graph. <table><tr><td>6</td><td>42</td></tr><tr><td>10</td><td>55</td></tr><tr><td>12</td><td>63</td></tr><tr><td></td><td></td></tr></table>	6	42	10	55	12	63													
	6	42																			
10	55																				
12	63																				
3.5 In addition to target performance, in-depth inferences and applications with partial understanding																					
Score 3.0 Target	The student will: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane (MAT-05.G.02) Interpret coordinate values of points in the context of the situation. (MAT-05.G.02) The student exhibits no major errors or omissions.	This year, Sam recorded the money in his bank account at the end of each month. Use the data in the chart to make a line graph, and answer the following questions. <table><tr><td>Jan</td><td>50</td><td rowspan="3">How much was saved from Jan to March?</td></tr><tr><td>Feb</td><td>75</td></tr><tr><td>Mar</td><td>100</td></tr><tr><td>Apr</td><td>100</td><td rowspan="2">What do you think happened to the bank account between April and May?</td></tr><tr><td>May</td><td>25</td></tr><tr><td>June</td><td>100</td><td rowspan="3">By the end of the year how much more money did Sam have saved?</td></tr><tr><td>Nov</td><td>225</td></tr><tr><td>Dec.</td><td>250</td></tr></table>	Jan	50	How much was saved from Jan to March?	Feb	75	Mar	100	Apr	100	What do you think happened to the bank account between April and May?	May	25	June	100	By the end of the year how much more money did Sam have saved?	Nov	225	Dec.	250
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Dec.	250																				



If the origin point is Jim's house:

- Which tree is closest to the house?
- Which tree is furthest from the house?
- If Jim wanted to plant a tree halfway between A and G, what are the coordinates of the new tree?

2.5 No major errors or omissions regarding the simple content and partial understanding of the target content

**Score 2.0
Simple**

There are no major errors or omissions regarding the simpler details and processes as the student:

- The student will recognize or recall specific terminology, such as:
 - **Origin, quadrant, x-axis, y-axis, x-coordinate, y-coordinate, ordered pairs integer(s), graph, coordinate plane**
- The student will perform basic processes, such as:
 - **Understand and define a coordinate system using x and y axes and x and y coordinates (MAT-05.G.01)**
 - **Identify the point of origin, x-axis, and y-axis**
 - **Plot a set of coordinate/ordered pairs within the quadrant one**

However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Identify and label the parts of a coordinate plane and its features: including point of origin, x-axis, y-axis

Plot a set of given coordinate pairs in the first quadrant.

1.5 Partial understanding of the simple, but major errors or omissions regarding the target content

Score 1.0

With help, partial understanding of the simple and target content

0.5 With help, partial understanding of the simple content, but not the targeted content