

SGB Rubrics for: Unit 2 Grade:7

Notes: The Cool Downs for this unit tend to have multiple questions. I've included the questions that most directly connect to the standards. Cool Down #1 is based on 6th grade standards so not assessed here. Cool Down #9 didn't fit into these rubrics, but can still help you see depth of understanding. I typically turn Lesson 14 into a project.

CCSS.MATH.CONTENT.7.RP.A.2.A: Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

Learning Target #1	1	2	3	4
I can determine whether a relationship is proportional.	I can partially identify proportional relationships.	I can identify proportional relationships.	I can explain why a relationship is or is not proportional.	I can create a proportional relationship and represent it in multiple ways.
Opportunities for Assessment:		Cool Down 7 EU #1	Cool Down 8 (q3 +4) Cool Down 10 Cool Down 14 EU #6	Project (Lesson 14)

CCSS.MATH.CONTENT.7.RP.A.2.B: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

Learning Target #2	1	2	3	4
I can identify the constant of proportionality (unit rate) in proportional relationships.	I can partially determine the constant of proportionality.	I can find the constant of proportionality.	I can find the constant of proportionality and use it to find missing information in proportional relationships.	I can find and use both constants of proportionality.
Opportunities for Assessment:		Cool Down #4 q4 Cool Down #3	Cool Down #6 (q1 and 2) EU #5	Cool Down #5 (q1) Cool Down #13 (q1 and 2)

CCSS.MATH.CONTENT.7.RP.A.2.C Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

Learning Target #3	1	2	3	4
I can represent proportional relationships with equations.	I can write an equation for a proportional relationship with partial accuracy.	I can write an equation to represent a proportional relationship	I can write two different equations to represent a proportional relationship	I can create equations for non-proportional relationships.
Opportunities for Assessment:		Cool Down 4 Cool Down 6 (q3) Cool Down 7 (q3) Cool Down 8(q1) EU #3 EU#7b	Cool Down 5 (q1) Cool Down 13 (q3) Project (Lesson 14)	Cool Down 8 (q2) Project (Lesson 14)

CCSS.MATH.CONTENT.7.RP.A.2.D Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

Learning Target #4	1	2	3	4
I can interpret the graphs of proportional relationships.	I can interpret graphs of proportional relationships with partial accuracy.	I can explain what a point on the graph of a proportional relationship means.	I can use the graph of a proportional relationship to solve problems. (Such as finding the unit rate, writing equations, and comparing two graphs.)	I can create the graph of a proportional relationship given a single ratio, including labeling the axes.
Opportunities for Assessment:		Cool Down #11a	Cool Down #11b EU #2 EU #3	Cool Down #13 (q4) EU #7a,c

