SGB Rubrics for Unit#3 Grade: 8

Standard:

CCSS.MATH.CONTENT.8.EE.B.5

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

Learning Target #1	Just Getting Started 1	On My Way 2	Getting The Hang of It 3	I Get It! I Really Do! 4
I can graph proportional relationships.	I can graph proportional relationships with partial accuracy.	I can graph proportional relationships given labeled axes.	I can scale and label coordinate axes in order to graph a proportional relationship.	
		Cool Down #1	Cool Down #3	

Learning Target #2	Just Getting Started 1	On My Way 2	Getting The Hang of It 3	I Get It! I Really Do! 4

I can compare proportional relationships.		I can compare proportional relationships represented in the same format.	I can compare proportional relationships represented in different forms.	I can compare proportional relationships quantitatively without a scale on the axes.
		Cool Down #2.	Cool Down#4 Cool Down #5 End-of-Unit #5	End-of Unit- #3

CCSS.MATH.CONTENT.8.EE.B.6

Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation *y = mx + b* for a line intercepting the vertical axis at *b*.

Learning Target #3a	**Just Getting Started** **1**	**On My Way** **2**	**Getting The Hang of It** **3**	**I Get It! I Really Do!** **4**
I can analyze rate of change.	I can find and interpret the slope with partial accuracy	I can find the rate of change from a graph. I can find the slope of a line and interpret its meaning.	I can find the rate of change given two points.	I can connect the equation of a line to the graph of a line. Cool Down #7 Cool Down #8 Cool Down #11
		Cool Down #5 Cool Down #6	Cool Down 10	

		End-Unit 7e Cool Down #9.		
Learning Target #3a	**Just Getting Started** **1**	**On My Way** **2**	**Getting The Hang of It** **3**	
I can analyze vertical intercepts	I can interpret vertical intercepts with partial accuracy.	I can distinguish between proportional and non-proportional linear relationships. End-of Unit 7d	I can explain the meaning of the vertical intercept on a graph. End of Unit 7e	

8.EE.B Understand the connections between proportional relationships, lines, and linear equations.

Learning Target #4	**Just Getting Started** **1**	**On My Way** **2**	**Getting The Hang of It** **3**	**I Get It! I Really Do!** **4**
I can represent linear relationships based on a description of the situation.		I can create a table to represent linear relationships.	I can write an equation to represent a linear relationship.	I can create a graph to represent a linear relationship.
		End-of-Unit 6a	End-of-Unit 6b End-of Unit 7b	End-of-Unit 6c End-of-Unit 7c

CCSS.MATH.CONTENT.8.EE.C.8.A

Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

CCSS.MATH.CONTENT.8.EE.C.8.B

Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6*.