| Subject: Mathematics 2nd nine weeks early | Course: Algebra 1 | Strand: Functions |
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**Standard: AI.F.2:** Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described. Identify independent and dependent variables and make predictions about the relationship.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>• Numerically, graphically, and analytically describe functions and their features:<br>  o Table of values<br>  o Scatter plots/Graphs of functional relationships<br>  o Explicitly defined functions | **Sample Task(s)**<br>• Illustrative Math DoK 2 Task<br>• Warming and Cooling DOK 2 task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>• Describe qualitatively the functional relationship between two quantities by analyzing a graph.<br>• Sketch a graph that exhibits the qualitative features of a function that has been verbally described.<br>• Identify independent and dependent variables and make predictions about the relationship.<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>• Describe numerically and graphically where a function is increasing or decreasing<br>• Understand the independent and dependent variables<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>• Identify what type of relationship is mapped between two quantities of a graph.<br>• Understand basic vocab. (i.e. function notation, correlation, linear, etc.)<br>• Understand the difference between independent and dependent variables.<br>• Understand the difference between increasing and decreasing as it relates to a function | **Sample Task(s)**<br>• Describe where a graphical function is increasing or decreasing<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 1st nine weeks | Course: Algebra 1 | Strand: Linear Equations and Inequalities |
|---|---|---|
| **Standard: AI.L.1:** Understand that the steps taken when solving linear equations create new equations that have the same solution as the original. Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients. Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution. Justify the choice of a solution method. | | |
| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically solve equations and inequalities.<br>o With graphing technology | **Sample Task(s)**<br>● Solving Equations in two ways: DOK 3 task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Understand that the steps taken when solving linear equations create new equations that have the same solution as the original.<br>● Solve fluently linear equations and inequalities in one variable with integers, fractions, and decimals as coefficients.<br>● Explain and justify each step in solving an equation, starting from the assumption that the original equation has a solution.<br>● Justify the choice of a solution method.<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Solve multi-step equations and inequalities in 1 variable<br>● Understand the properties associated with solving multi-step equations<br>● Have the ability to check your answer<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Know the difference between an equation and an expression.<br>● Know the properties involved when solving equations.(i.e. distributive, associative, commutative)<br>● Understand what inequality symbols represent (i.e. less than, greater than, less than equal to, and greater than and equal to)<br>● Be able to find the least common denominator for a fractional equation | **Sample Task(s)**<br>● Solve 1 and 2 step equations and inequalities<br>● Understand the distributive property<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 1st nine weeks | Course: Algebra 1 | Strand: Linear equations and inequalities |
|---|---|---|
| **Standard: AI.L.2:** Represent real-world problems using linear equations and inequalities in one variable and solve such problems. Interpret the solution and determine whether it is reasonable. | | |
| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically represent linear equations and inequalities.<br>o Tables of values<br>o Graphing technology | **Sample Task(s)**<br>● Illustrative Math DoK 2 Task<br>● Illustrative Math Dok2 Task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Represent real-world problems using linear equations and inequalities in one variable and solve such problems.<br>● Interpret the solution and determine whether it is reasonable.<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Student can write an equation or inequality given a narrative<br>● Student can interpret inequalities as having more than 1 or no solutions<br>● TASK: The Mastery tasks will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Reading comprehension.<br>● Vocabulary including sum, difference, quotient, product, etc<br>● Writing equations and inequalities. | **Sample Task(s)**<br>● Student can match an inequality or equation with a word problem<br>● Student can solve equations and inequalities<br>● TASK: The Mastery tasks will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 2nd nine weeks | Course: Algebra 1 | Strand: Linear Equations and Inequalities |
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**Standard: AI.L.5:** Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables; translate fluently among these representations, and interpret the slope and intercepts.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>• Numerically, graphically, and analytically describe functions and their features:<br>  o Table of values<br>  o Scatter plots/Graphs of functional relationships<br>  o Explicitly defined functions | **Sample Task(s)**<br>• Release ISTEP+ Applied Skills task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>• Represent real-world problems that can be modeled with a linear function using equations, graphs, and tables<br>• Translate fluently among these representations<br>• Interpret the slope and intercepts.<br><br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>• Student can interpret numerically, graphically, and analytically the slope and y-intercept of a linear function<br>• Student can rewrite an algebraic function in order to identify the slope and y-intercept<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>• Slope equation, slope from a graph, slope from a table<br>• Different forms for the equation of a line Slope-intercept, etc.<br>• y-intercept corresponds with x being 0<br>• Use a graphing calculator in order to see a table of values | **Sample Task(s)**<br>• Student can identify the slope and y-intercept given a table, graph, or equation of a linear function<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| **Subject: Mathematics 2nd semester** | **Course: Algebra 1** | **Strand: Systems of Equations and Inequalities** |
|---|---|---|
| **Standard: AI.SEI.3:** Write a system of two linear equations in two variables that represents a real-world problem and solve the problem with and without technology. Interpret the solution and determine whether the solution is reasonable. | | |
| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically solve a system of equations using given information.<br>o Graphing Technology<br>o With matrices<br>o Elimination, Substitution | **Sample Task(s)**<br>● Released ISTEP+ Applied Skills task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Write a system of two linear equations.<br>● Solve a system of linear equations with and without technology.<br>● Interpret the solution and determine if it is reasonable.<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Student can write and solve a system of linear equations using elimination and graphing technology<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Understand that a solution can be an intersection (x,y), parallel lines (no solution), same line (infinitely many solutions)<br>● Use a graphing calculator to find the intersection with two intersecting lines | **Sample Task(s)**<br>● Student can manually and with technology graph two equations in slope-intercept form and find their intersection if one exists<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 2nd semester | Course: Algebra 1 | Strand: Quadratic Equations |
|---|---|---|

**Standard: AI.QE.5:** Represent real-world problems using quadratic equations in one or two variables and solve such problems with and without technology. Interpret the solution and determine whether it is reasonable. A1.QE.1 will be spiraled in within this priority standard. How?

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>• Numerically, graphically, and analytically describe quadratic equations:<br>  o Table of values<br>  o Graphs of quadratics<br>  o Explicitly defined functions | **Sample Task(s)**<br>• DOK 2-3 Quadratic Application |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>• Represent real-world problems using quadratic equations in one or two variables<br>• Solve real-world problems using quadratic equations in one or two variables<br>• Interpret the solution and determine whether it is reasonable.<br><br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>• Students can find the zeros of a function with graphing technology<br>• Students can factor a quadratic function in a problem solving text.<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>• TI-84 technology<br>• Standard form for a quadratic | **Sample Task(s)**<br>• Recognize a function as quadratic, linear, exponential<br>• Graph a quadratic in standard for using technology<br>• TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 2nd semester | Course: Algebra 1 | Strand: Quadratic Equations |
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**Standard: AI.QE.7:** Describe the relationships among the solutions of a quadratic equation, the zeros of the function, the x-intercepts of the graph, and the factors of the expression.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically describe quadratics and their features:<br>o Table of values<br>o Scatter plots/Graphs of functional relationships<br>o Explicitly defined functions<br>o Graphing Technology | **Sample Task(s)**<br>● DOK 2-3 Applied Skill task |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Describe the relationships among the solutions of a quadratic equation<br>● Understand the vocabulary involving solutions to quadratics (roots, zeros, solutions, x-intercepts)<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Students can factor a quadratic completely, set it equal to 0, and solve using the Zero Product Property.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Factor simple quadratics to identify the functions zeros | **Sample Task(s)**<br>● Students can factor a quadratic in standard form with a = 1.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics All Year | Course: Algebra 1 | Strand: Real Numbers and Equations |
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**Standard: AI.RNE.4:** Simplify square roots of non-perfect square integers and algebraic monomials (needs modified)

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically describe functions and their features:<br>o Table of values<br>o Scatter plots/Graphs of functional relationships<br>o Explicitly defined functions | **Sample Task(s)**<br>● This standard will be spiraled within standard A1.QE.5 and mastery will have students demonstrate how to simplify the solutions of a quadratic function applying the quadratic formula to irrational answers. |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Simplify square roots of non-perfect square integers<br>● Simplify square roots of algebraic monomials<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Students will apply the quadratic formula to solve a quadratic equation. |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Know perfect squares.<br>● | **Sample Task(s)**<br>● Students will simplify the square root of 8 for example. |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| **Subject: Mathematics 2nd nine weeks** | **Course: Algebra 1** | **Strand: Linear Equations** |
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| **Standard: AI.L.6:** Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard. Recognize that different forms reveal more or less information about a given situation. | | |
| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically describe linear functions and their features:<br>o Table of values<br>o Graphs of linear equations<br>o Explicitly defined linear functions | **Sample Task(s)**<br>● Mastery Task in worksheet format |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Translate among equivalent forms of equations for linear functions, including slope-intercept, point-slope, and standard.<br>● Recognize that different forms reveal more or less information about a given situation.<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Given $3x + 2y = 6$, rewrite in slope-intercept form and identify the slope and y-intercept.<br>● Given $y-7 = 4(x+4)$, rewrite in slope-intercept form.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Recognize slope-intercept form, point-slope form, and standard form of an equation.<br>● Understand that each form has variables that stand for specific pieces of information. | **Sample Task(s)**<br>● Given the slope and y-intercept, write the equation of the line in slope-intercept form.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 2nd semester | Course: Algebra 1 | Strand: Real Numbers and Expressions |
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**Standard: AI.RNE.6:** Factor common terms from polynomials and factor polynomials completely. Factor the difference of two squares, perfect square trinomials, and other quadratic expressions.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Immediately identify the method needed to factor a polynomial. | **Sample Task(s)**<br>● This Priority Standard will be spiraled in with A1.RNE.4 and A1.QE.5. It will be assessed through tasks within those strands. |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Factor common terms from polynomials<br>● Factor polynomials completely<br>● Factor the difference of two squares, perfect square trinomials, and other quadratic expressions<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Students can complete a worksheet with a variety of polynomials to factor<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Know perfect squares.<br>● Know how to find a common factor | **Sample Task(s)**<br>● Students can find a common factor or factor a perfect square.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 2nd nine weeks | Course: Algebra 1 | Strand: Linear Equations |
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**Standard: AI.L.7:** Represent real-world problems using linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other linear inequalities in two variables by graphing.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically describe linear inequalities and their features:<br>o Table of values<br>o Graphs of linear inequalities<br>o Explicitly defined inequalities | **Sample Task(s)**<br>● Khan Academy Mastery Task<br>● ISTEP+ Released Item |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Represent real-world problems using linear inequalities in two variables and solve such problems<br>● interpret the solution set and determine whether it is reasonable<br>● Solve other linear inequalities in two variables by graphing<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Students can set up linear inequalities and graph them using graphing technology.<br>● TASK: The Mastery tasks will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Graphing lines<br>● Understand an inequality can have infinite solutions | **Sample Task(s)**<br>● Given an inequality in two variables, students can graph them using graphing technology.<br>● TASK: The Mastery tasks will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |

| Subject: Mathematics 3rd nine weeks | Course: Algebra 1 | Strand: Systems of Equations and Inequalities |
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**Standard: AI.SEI.4:** Represent real-world problems using a system of two linear inequalities in two variables and solve such problems; interpret the solution set and determine whether it is reasonable. Solve other pairs of linear inequalities by graphing with and without technology.

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| **Mastery(4)** | **Student demonstrates a deep understanding by consistently extending work beyond the Proficiency Level.**<br>● Numerically, graphically, and analytically describe a system of inequalities and the solution set to the system.<br>o Graphs of linear inequalities<br>o Explicitly defined inequalities | **Sample Task(s)**<br>● Mastery task writing and solving a system of Linear Inequalities |
| **(3.5)** | *Student has consistently met Proficiency Level requirements, but occasionally demonstrates the ability to successfully work beyond.* | |
| **Proficiency(3)** | **The student demonstrates proficiency on the grade level standard by:**<br>● Represent and solve real-world problems using a system of two linear inequalities in two variables<br>● Interpret the solution set and determine whether it is reasonable<br>● Solve other pairs of linear inequalities by graphing with and without technology<br>**The student is consistently able to apply the grade level concepts and skills above.** | **Sample Task(s)**<br>● Students can write inequalities given pertinent information<br>● Students can graph the solutions using graphing technology and interpret the solution area<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| **(2.5)** | *Student has demonstrated an understanding of the concepts and skills in Foundational Level , as well as some success on Proficiency concepts and skills.* | |
| **Foundational** | **The student is demonstrating success on the following foundational concepts and skills:**<br>● Know how to graph lines and inequalities<br>● Understand the solution set to a graphed inequality | **Sample Task(s)**<br>● Students can graph a system of inequalities using graphing technology given the inequalities in slope-intercept form.<br>● TASK: The Mastery task will be modified to fulfill this sample task |
| | *Student has independently demonstrated some success on the foundational concepts and skills.* | |
| **Pre-Foundational** | **The student can demonstrate some success on the foundational concepts and skills but requires support to do so.** | |
| | **There is no evidence of success on the foundational concepts and skills, even with support.** | |