

HOW TO READ A PROFICIENCY SCALE



Find the 3.0 section of the scale: This is where the targets are found (T1, T2, etc.). The targets are aligned to our state standards. Proficiency on the targets is the goal for student learning!

Identify the number of targets on the scale:

Each target is numbered: T1, T2, T3, etc. Our example has four targets (T1 to T4).

Identify the foundational skills for each target:

The foundational skills are found in the 2.0 section of the scale. Foundational skills "F1" will tie to the target "T1". Foundational skills "F2" will tie to the target "T2" and so on.

Read the example for the 4.0 on the scale:

A score of 4.0 on the scale means the student has shown learning that goes above and beyond the target. This may look different for different students.

Read each of the .5 sections of the scale (0.5, 1.5, 2.5 and 3.5):

A student may score a 2.5 when evidence shows they understand the foundational skills, but are not able to put it all together to achieve the target. This is not about a number of questions right or wrong; it is what the student has shown they know and understand. Scores of a 0.5 or a 1.0 are given when a student receives help in order to demonstrate understanding of the content.



Systems of Linear Equations (HS Math)

CCSS Correlation: 8.EE. 7; 8.EE. 7.A; 8.EE.7.B; 8.EE.8; 8.EE.8; 8.EE.8.B; 8.EE.8.C

KCCRS: A.REI.6, A.REI.6a, A.REI.6b, A.REI.6c

4.0	The student will: <ul style="list-style-type: none"> Develop a strategy to solve a system of linear equations in three variables (for example, reason that because a solution to a system of equations is the solution to each equation in the system it must preserve information from all the equations; apply that reasoning in using the substitution or elimination methods to solve the system of equations $x - y = 2$, $3x + z = 11$, and $y - 2z = -3$).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: <ul style="list-style-type: none"> T1—Estimate the solutions to systems of linear equations from a graph of the equations (for example, graph a system of linear equations and estimate possible solutions to the system from the graph). T2—Identify systems of linear equations with one solution, no solution, or infinitely many solutions (for example, inspect or solve the equations in a system of linear equations to identify whether they indicate a consistent or inconsistent system and, if consistent, whether the system is dependent or independent). T3—Solve systems of two linear equations in two variables using an efficient method (for example, find the values of both x and y in the system of linear equations including $2x + 3y = 12$ and $x + 4y = 11$ using both the elimination and substitution methods). T4—Generate systems of equations to model real-world situations (for example, generate the system of equations/inequalities $f + m + s + b \leq 500$; $b = 25 + f$; $b = s - 50$; $b = m + 125$ to calculate how many credits a brother (b) in a family could have spent if a family shares 500 total credits, and the brother spent 25 more credits than his father (f), 50 fewer credits than his sister (s), and 125 more credits than his mother (m)).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	Understand the following vocabulary: <i>consistent, dependent, inconsistent, independent, intersect, system of equations and solution.</i> <ul style="list-style-type: none"> F1• Graph linear equations. F1• Explain that the point at which two lines intersect is the point whose x- and y-values satisfy both equations and is a solution. F1• Use a graph of a system of linear equations to determine whether the system has no solution, one solution, or infinitely many solutions. F1• Use a graph of a system of linear equations to estimate the coordinates at which the lines described by the system intersect. F2• Solve linear equations in one variable. F2• Solve linear equations in two variables in terms of one of the variables. For example, solve a linear equation containing both x and y variables in terms of x. F2• Distinguish between situations in which equations have one solution, no solution and infinitely many solutions. F3• Understand the following vocabulary: <i>elimination method and substitution method</i> F3• Select the best method for solving a system of equations (elimination, substitution, or graphing). F3• Solve a system of equations exactly when prompted to use substitution, elimination or graphing. F3• Perform operations with a system of equations such as add or subtract two equations or multiply an equation by a constant. F4• Define independent and dependent variables for a given real-world situation. F4• Write linear equations to model a real-world situation. F4• State a solution to a real-world situation including correct context and units.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success