Foundational Skills Name: _____

0 (E) – Student has not demonstrated the skill at any level.

1 (D-) – Beginning Skill: Student attempts to answer questions and can demonstrate the skill with the aid of the instructor.

2 (C-) – Basic Skill: Student completes some questions using mathematical relationships, vocabulary, and stragegies; student may have many calculation errors, and cannot apply the skill in several types of situations.

3 (B-) – Proficient: Student answers majority of questions successfully and has only a few calculation errors; student can apply the skill in a few different types of situations.

4 (A-) – Mastery: Student demonstrates strong understanding of the skill and answers all questions successfully or with only a few minor errors; student can apply the skill in several different types of situations.

5 (A+) – Exceeds Expectations: Student demonstrates superior understanding of the skill; student can apply the skill in all situations, and independently makes connections that extend the original skill.

	1 2 3 4 5	Dates of Assessments
1. Scale	○ ○ ○ ○ ○	_____
2. Measurement	○ ○ ○ ○ ○	_____
3. Physics Algebra	○ ○ ○ ○ ○	_____

The Standards Explained

Scale – (MS-ESS1-3m) Analyze and interpret data to determine scale properties of objects in the solar system and objects at an atomic size.

Crosscutting Concept – Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

Add HERE: Science and Engineering Practice – Build a physical model …???

Common Core Math 6.RP.A.1 – Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Common Core Math 7.RP.A.1 – Recognize and represent proportional relationships between quantities.

Common Core ELA RST.6-8.7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Measurement – (BHS-PHY1-1) Analyze data to support a claim that describes the mathematical relationship among the dimensions of an object (e.g., $C = \pi d$ for a circle, $V = (4/3)\pi r^3$ for a sphere).

Common Core Math HSN-Q.A.1 – Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Common Core Math HSN-Q-A-3 – Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Physics Algebra – (BHS-PHY1-2) Use mathematical representations of phenomena.

Common Core Math 7.EE.B.3 – Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

Common Core Math HSA-CED.A.2 – Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Continued on back

Foundational Skills

Common Core Math HSA-CED.A.4 – Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.