

CW High School

Math Rtl

1. Variables and Expressions (33.33%)

Learning Targets

1.1 I can use mathematical properties to evaluate expressions.

Learning Target	Descriptor	Definition
4	Proficient	I can use mathematical properties to evaluate expressions.
3	Developing	I can solve open sentences by performing arithmetic operations
2	Basic	I can evaluate expressions using the order of operation
1	Minimal	I can translate verbal expressions into mathematical expressions and vice versa.
0	No Evidence	No evidence shown.

2. Exploring Rational Numbers (33.34%)


Learning Targets

2.1 I can compare and order rational numbers.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and order rational numbers.
3	Developing	I can arrange numbers in order from smallest to largest.
2	Basic	I can use $<$, $>$, and $=$ to make a number sentence true.
1	Minimal	I can identify the largest or smallest number from a set of rational numbers.
0	No Evidence	No evidence shown.

2.2 I can perform mathematical operations with rational numbers.

Learning Target	Descriptor	Definition
4	Proficient	I can perform mathematical operations with rational numbers.
3	Developing	I can find the principal square root of a number.
2	Basic	I can multiply and divide rational numbers.
1	Minimal	I can add and subtract rational numbers.
0	No Evidence	No evidence shown.



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3. Solving Linear Equations (33.33%)

Learning Targets

3.1 I can solve linear equations using one or more operations.

Learning Target	Descriptor	Definition
4	Proficient	I can solve linear equations using one or more operations.
3	Developing	I can solve linear equations with multiplication and division.
2	Basic	I can solve linear equations with addition and subtraction.
1	Minimal	I can identify a linear equation.
0	No Evidence	No evidence shown.

3.2 I can identify a linear equation.

Learning Target	Descriptor	Definition
4	Proficient	I can identify a linear equation.
3	Developing	I can solve a proportion with a missing part.
2	Basic	I can write a percent as a decimal or fraction.
1	Minimal	I can identify the percent as a decimal or fraction.
0	No Evidence	No evidence shown.

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