

Common Core State Standards for Mathematics		
Domain: Seeing Structure in Expressions		
Equivalent Expressions (A-SSE.3-4)		
High School		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard. The student will:	Example Activities
	<ul style="list-style-type: none"> <li>derive the formula for the sum of an infinite geometric series (A-SSE.4)</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>choose and produce equivalent forms of an expression to reveal and explain properties of the quantity represented by the expression (A-SSE.3abc)               <ul style="list-style-type: none"> <li>factor a quadratic expression to reveal the zeroes of the function it defines</li> <li>complete the square of a quadratic expression to reveal the maximum or minimum value of the function it defines</li> <li>use the properties of exponents to transform expressions for exponential functions</li> </ul> </li> <li>derive the formula for the sum of a finite geometric series (A-SSE.4)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<p><u>Card Matching w/Written Explanation</u> – Students will be given two sets of cards, one set will contain quadratic expressions and the other set will contain the zeros of the corresponding quadratic functions. The cards will be mixed up and the students will be required to use appropriate methods factor the quadratic in order to determine which zero card matches with the expression card. Students will be required to write a reason why each set of cards is a match.</p>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student will:</b></p> <ul style="list-style-type: none"> <li>recognize or recall specific vocabulary, such as:               <ul style="list-style-type: none"> <li>quadratic expression, zeros of a function, exponential functions, finite geometric series</li> </ul> </li> <li>perform basic processes, such as:               <ul style="list-style-type: none"> <li>recognizing equivalent expressions (A-SSE.3)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p><u>Vocabulary Classification Chart</u> – Students will create chart with as many columns as vocabulary words to be used and two rows. The teacher will display a visual example (expression, equation, table, graph, verbal description...) and the students are tasked on their own, to attempt to record the specific display in the correct column of the chart (for example the teacher may show a graph of an exponential function, in this case the students would copy this example into the column titled “exponential function”). Once all examples have been displayed, students are to be placed into pairs; each pair should discuss, verify, and agree upon a single chart that they will submit. During this process the teacher should monitor and provide specific feedback to the students as they work.</p>
	<b>1.5</b> Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	