Common Core State Standards for Mathematics			
Domain: Reasoning with Equations and Inequalities			
Graphs of Equations and Inequalities (A-REI.10-12)			
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**
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	**The student will:** • graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes (A-REI.12) • explain why the *x*-coordinates of the points where the graphs of the equations *y=f(x)* and *y=g(x)* intersect are the solutions of the equation *f(x)=g(x)* ; (A-REI.11) • find the approximate solutions of linear, polynomial, rational, absolute value, exponential and logarithmic functions using technology, tables of values, or successive approximations (A-REI.11) **The student exhibits no major errors or omissions.**		Partner Practice – Students will be grouped in pairs. Each student will be given 12 different systems of linear inequalities. (Although the students have different inequalities, the solutions to each corresponding problem will be same between each partner. For example, for the two different systems assigned #1 to each of the students the solution set for both problems will be the same.) The students will work individually for fifteen minutes to graph the solution set for each of their 12 linear inequalities. The students will then be given ten minutes to verify their solutions with their partners. The students must discuss and agree upon solutions that are not identical before submitting to the teacher for feedback.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
Score 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student will:** • recognize or recall specific vocabulary, such as: ○ graph of an equation • perform basic processes, such as: • understand that the graph of an equation in two variables is a set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A-REI.10) • graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality). (A-REI.12) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**		Vocabulary Pyramid – Students will partner up and find a place in the classroom so that one partner is facing the front of the room and the other partner is facing the back of the room (students will be face to face). The teacher will project a set of vocabulary words such as “graph of an equation”. The student facing the front is to use synonyms to describe the each word to their partner. The student with their back to the front is to guess the correct vocabulary word based on their partner’s synonyms. The teacher will circulate the room and monitor the progress of the partners as they perform the activity. After a set time the partners will change roles and the teacher will display a different set of vocabulary words.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
Score 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**		
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	**Even with help, no understanding or skill demonstrated.**		