




## Grade 7 Numeracy Performance Standards: Quick Scale

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

Use the following rubric to guide your overall assessment.

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>
Does not identify or apply concepts and procedures & strategies needed	Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)	Identifies/applies concepts and procedures and strategies needed for all parts of the task
Does not show understanding of relevant concepts; explanations are incomplete or illogical	Shows partial or limited understanding of relevant concepts; explanations may be incomplete	Shows understanding of relevant concepts; explanations are logical and complete
Limited accuracy in applying procedures	Partially accurate and/or complete; some errors; may have needed support to complete task	Accurate with some minor errors or omissions
Tasks are incomplete		

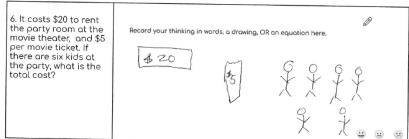
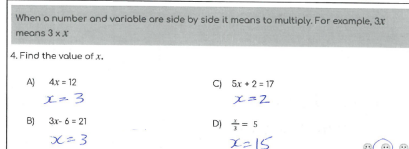
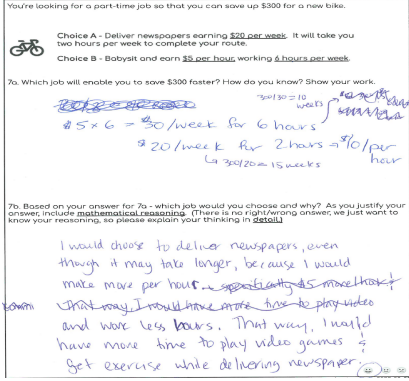
Adapted from: BC Ministry of Education Numeracy Performance Standards Prototype May 2011



# Grade 7 Numeracy Performance Standards: Quick Scale (Algebra)

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

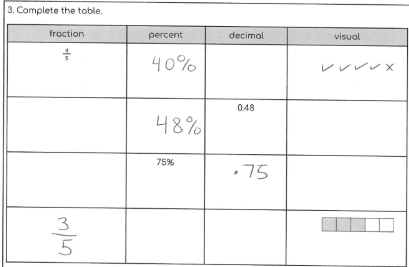

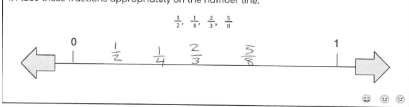

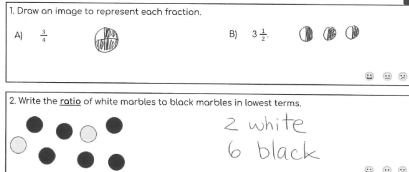



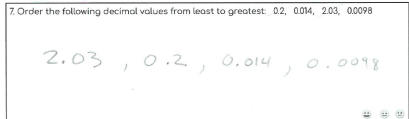
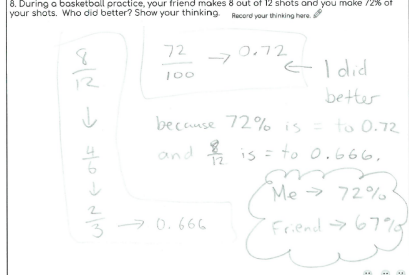

Use the following rubric to guide your overall assessment.

Emerging	Developing	Proficient
<p>Does not identify or apply concepts and procedures &amp; strategies needed</p> <p>Does not show understanding of relevant concepts; explanations are incomplete or illogical</p> <p>Limited accuracy in applying procedures</p> <p>Tasks are incomplete</p>	<p>Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)</p> <p>Shows partial or limited understanding of relevant concepts; explanations may be incomplete</p> <p>Partially accurate and/or complete; some errors; may have needed support to complete task</p>	<p>Identifies/applies concepts and procedures and strategies needed for all parts of the task</p> <p>Shows understanding of relevant concepts; explanations are logical and complete</p> <p>Accurate with some minor errors or omissions</p>
<p><b>Example</b></p>  <p>6. It costs \$20 to rent the party room at the movie theater, and \$5 per movie ticket. If there are six kids at the party, what is the total cost?</p> <p>Record your thinking in words, a drawing, OR an equation here.</p> <p>You're looking for a part-time job so that you can save up \$300 for a new bike.</p> <p>Choice A - Deliver newspapers earning \$20 per week. It will take you two hours per week to complete your route.</p> <p>Choice B - Babysit and earn \$5 per hour, working 6 hours per week.</p> <p>7a. Which job will enable you to save \$300 faster? How do you know? Show your work.</p> <p>A) \$20 per week - A is faster \$6 per week</p> <p><i>An attempt was made but, task is incomplete &amp; inaccurate, understanding of concept is not shown</i></p>	<p><b>Example</b></p>  <p>When a number and variable are side by side it means to multiply. For example, <math>3x</math> means <math>3 \times x</math>.</p> <p>4. Find the value of <math>x</math>.</p> <p>A) <math>4x = 12</math> <math>x = 3</math></p> <p>B) <math>3x - 6 = 21</math> <math>x = 3</math></p> <p>C) <math>5x + 2 = 17</math> <math>x = 2</math></p> <p>D) <math>\frac{x}{3} = 5</math> <math>x = 15</math></p> <p><i>Some understanding of question is shown but there are significant errors showing that concept is not well understood.</i></p>	<p><b>Example</b></p>  <p>You're looking for a part-time job so that you can save up \$300 for a new bike.</p> <p>Choice A - Deliver newspapers earning \$20 per week. It will take you two hours per week to complete your route.</p> <p>Choice B - Babysit and earn \$5 per hour, working 6 hours per week.</p> <p>7a. Which job will enable you to save \$300 faster? How do you know? Show your work.</p> <p><math>5 \times 6 = 30</math> /week for 6 hours <math>20</math> /week for 2 hours <math>\rightarrow</math> \$10 /per hour <math>300/20 = 15</math> weeks</p> <p>7b. Based on your answer for 7a, which job would you choose and why? As you justify your answer, include mathematical reasoning. (There is no right/wrong answer, we just want to know your reasoning, so please explain your thinking in detail.)</p> <p>I would choose to deliver newspapers, even though it may take longer, because I would make more per hour. <del>spending \$5 more to get</del> that way I would have more time to play video and more less hours. That way, I would have more time to play video games &amp; get exercise while delivering newspaper.</p> <p><i>In #7a, work is shown and understanding is evident but solution is missing. In part b, solution for part a is implied and understanding of concept is shown, task is complete, explanation is clear.</i></p>

# Grade 7 Numeracy Performance Standards: Quick Scale (Fractions, Decimals, Percents & Ratios)

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

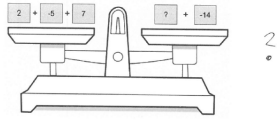

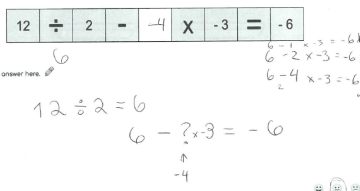
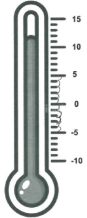
Use the following rubric to guide your overall assessment.

Emerging	Developing	Proficient																				
<p>Does not identify or apply concepts and procedures &amp; strategies needed</p> <p>Does not show understanding of relevant concepts; explanations are incomplete or illogical</p> <p>Limited accuracy in applying procedures</p> <p>Tasks are incomplete</p>	<p>Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)</p> <p>Shows partial or limited understanding of relevant concepts; explanations may be incomplete</p> <p>Partially accurate and/or complete; some errors; may have needed support to complete task</p>	<p>Identifies/applies concepts and procedures and strategies needed for all parts of the task</p> <p>Shows understanding of relevant concepts; explanations are logical and complete</p> <p>Accurate with some minor errors or omissions</p>																				
<p><b>Example</b></p>  <p>3. Complete the table.</p> <table border="1" data-bbox="207 1310 613 1554"> <thead> <tr> <th>fraction</th> <th>percent</th> <th>decimal</th> <th>visual</th> </tr> </thead> <tbody> <tr> <td><math>\frac{1}{2}</math></td> <td>40%</td> <td></td> <td>✓✓✓✓x</td> </tr> <tr> <td></td> <td>48%</td> <td>0.48</td> <td></td> </tr> <tr> <td></td> <td>75%</td> <td>.75</td> <td></td> </tr> <tr> <td><math>\frac{3}{5}</math></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>4. Place these fractions appropriately on the number line.</p>  <p>An attempt was made but, task is incomplete &amp; inaccurate, understanding of concept is not shown</p>	fraction	percent	decimal	visual	$\frac{1}{2}$	40%		✓✓✓✓x		48%	0.48			75%	.75		$\frac{3}{5}$				<p><b>Example</b></p>  <p>1. Draw an image to represent each fraction.</p> <p>A) <math>\frac{3}{4}</math>  B) <math>3\frac{1}{2}</math> </p> <p>2. Write the ratio of white marbles to black marbles in lowest terms.</p> <p> 2 white 6 black</p> <p>Some understanding of question is shown but some key understandings are not evident.</p>	<p><b>Example</b></p>  <p>7. Order the following decimal values from least to greatest: 0.2, 0.04, 2.03, 0.0098</p> <p>2.03, 0.2, 0.014, 0.0098</p>  <p>8. During a basketball practice, your friend makes 8 out of 12 shots and you make 72% of your shots. Who did better? Show your thinking. Record your thinking here.</p> <p><math>\frac{8}{12}</math> <math>\frac{72}{100} \rightarrow 0.72</math> ← I did better because 72% is = to 0.72 and <math>\frac{8}{12}</math> is = to 0.666. Me → 72% Friend → 67%</p> <p>In #7 the order is reversed (likely due to misreading of question) but understanding of concept is shown, task is complete, explanation is clear.</p>
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# Grade 7 Numeracy Performance Standards: Quick Scale (Integers)

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

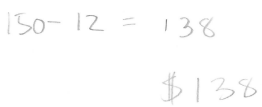
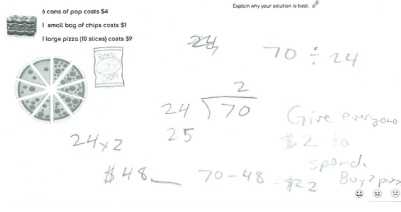
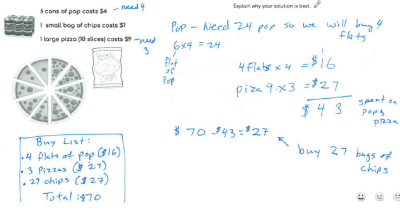
Use the following rubric to guide your overall assessment.

Emerging	Developing	Proficient
<p>Does not identify or apply concepts and procedures &amp; strategies needed</p> <p>Does not show understanding of relevant concepts; explanations are incomplete or illogical</p> <p>Limited accuracy in applying procedures</p> <p>Tasks are incomplete</p>	<p>Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)</p> <p>Shows partial or limited understanding of relevant concepts; explanations may be incomplete</p> <p>Partially accurate and/or complete; some errors; may have needed support to complete task</p>	<p>Identifies/applies concepts and procedures and strategies needed for all parts of the task</p> <p>Shows understanding of relevant concepts; explanations are logical and complete</p> <p>Accurate with some minor errors or omissions</p>
<p><b>Example</b></p> <p>3. Each block has been assigned a value. Determine the value of the unknown block so each side is the same.</p>  <p>Record your answer here.</p> <p><i>An attempt is not made - incomplete, question mark indicates student does not know how to approach the problem</i></p>	<p><b>Examples</b></p> <p>1. Place these integers appropriately on the number line.</p> <p>8, 10, -11, 0, -5, 4, 1</p>  <p><i>Some understanding of the question is shown, order is correct but space between numbers is not proportional.</i></p> <p>5. What number can be placed in the empty box to make the equation true?</p>  <p>Record your answer here.</p> <p><i>Answer is not correct due to order of operations error, but some understanding of integers is shown</i></p>	<p><b>Example</b></p> <p>4. Use the information below to determine the highest and lowest <u>nighttime</u> temperatures.</p> <p>Sunday morning, the temperature was 4°C.</p> <p>Sunday night it decreased by 5°C. <i>-1</i></p> <p>Monday morning, the temperature increased by 6°C. <i>5°</i></p> <p>Monday night it decreased by 10°C. <i>-5</i></p> <p>Tuesday morning, the temperature increased by 4°C. <i>-1</i></p> <p>Tuesday night it decreased by 2°C. <i>-2</i></p>  <p>Lowest nighttime = <i>5</i>°C</p> <p>Highest nighttime = <i>5</i>°C</p> <p><i>Understanding of concept is shown, mistake (highest daytime temp, rather than nighttime temp) may have been due to incorrect reading of question, but most of task is done correctly and understanding of integers is evident.</i></p>

# Grade 7 Numeracy Performance Standards: Quick Scale (Multiplication and Division)

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

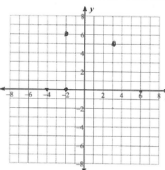


Use the following rubric to guide your overall assessment.

Emerging	Developing	Proficient
<p>Does not identify or apply concepts and procedures &amp; strategies needed</p> <p>Does not show understanding of relevant concepts; explanations are incomplete or illogical</p> <p>Limited accuracy in applying procedures</p> <p>Tasks are incomplete</p>	<p>Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)</p> <p>Shows partial or limited understanding of relevant concepts; explanations may be incomplete</p> <p>Partially accurate and/or complete; some errors; may have needed support to complete task</p>	<p>Identifies/applies concepts and procedures and strategies needed for all parts of the task</p> <p>Shows understanding of relevant concepts; explanations are logical and complete</p> <p>Accurate with some minor errors or omissions</p>
<p><b>Example</b></p> <p>3. You earn \$12 per week walking a neighbour's dog and are saving up to buy AirPods for \$138. How long will it take? How do you know? <small>Record your answers here.</small></p>  <p><i>An attempt was made but, task is incomplete &amp; inaccurate, understanding of concept is not shown</i></p>	<p><b>Example</b></p> <p>4. You are planning a class party. There are 24 students in the class and you have been given a budget of \$70 to spend on pop, chips and pizza.</p> <p>How would you spend the money so that everyone has some pop, chips and pizza? <small>Explain why your solution is best.</small></p>  <p><i>Some understanding of question is shown but the strategy chosen is not the best</i></p>	<p><b>Example</b></p> <p>4. You are planning a class party. There are 24 students in the class and you have been given a budget of \$70 to spend on pop, chips and pizza.</p> <p>How would you spend the money so that everyone has some pop, chips and pizza? <small>Explain why your solution is best.</small></p>  <p><i>Understanding of concept is shown, task is complete, explanation is clear</i></p>

# Grade 7 Numeracy Performance Standards: Quick Scale (Patterns)

After you have assessed all questions, represent the student's overall performance of the task as this is the result that will be entered into the scoring sheet. For easy data entry, circle or highlight **E** for Emerging, **D** for Developing, or **P** for Proficient on the top of each task.

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<p>Does not identify or apply concepts and procedures &amp; strategies needed</p> <p>Does not show understanding of relevant concepts; explanations are incomplete or illogical</p> <p>Limited accuracy in applying procedures</p> <p>Tasks are incomplete</p>	<p>Identifies/applies concepts/procedures and strategies needed for most parts of task (may not be best choice)</p> <p>Shows partial or limited understanding of relevant concepts; explanations may be incomplete</p> <p>Partially accurate and/or complete; some errors; may have needed support to complete task</p>	<p>Identifies/applies concepts and procedures and strategies needed for all parts of the task</p> <p>Shows understanding of relevant concepts; explanations are logical and complete</p> <p>Accurate with some minor errors or omissions</p>																								
<p><b>Example</b></p> <p>5. Graph and label the following points.</p> <p>A) (5, 3) B) (-2, 6) C) (4, -1) D) (-4, -2) E) (3, 0) F) (0, -5)</p>  <p><i>An attempt was made but, task is incomplete &amp; inaccurate, understanding of concept is not shown</i></p>	<p><b>Example</b></p> <p>6. In a school cafeteria, tables can be placed together so that: 6 people can be at one table, 10 people at two tables, and 14 people at three tables.</p>  <p>A) Complete the following:</p> <table border="1" data-bbox="779 1375 909 1501"> <thead> <tr> <th>Number of tables</th> <th>Number of people</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> </tr> <tr> <td>2</td> <td>10</td> </tr> <tr> <td>3</td> <td>14</td> </tr> <tr> <td>4</td> <td>18</td> </tr> <tr> <td>5</td> <td>22</td> </tr> </tbody> </table> <p>B) Write an algebraic expression to represent the pattern rule.</p> <p><i>Its going up by 4 (+4)</i></p> <p><i>First part of question is complete and partial understanding is shown, but it is incomplete</i></p>	Number of tables	Number of people	1	6	2	10	3	14	4	18	5	22	<p><b>Example</b></p> <p>6. In a school cafeteria, tables can be placed together so that: 6 people can be at one table, 10 people at two tables, and 14 people at three tables.</p>  <p>A) Complete the following:</p> <table border="1" data-bbox="1218 1375 1347 1501"> <thead> <tr> <th>Number of tables</th> <th>Number of people</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> </tr> <tr> <td>2</td> <td>10</td> </tr> <tr> <td>3</td> <td>14</td> </tr> <tr> <td>4</td> <td>18</td> </tr> <tr> <td>5</td> <td>22</td> </tr> </tbody> </table> <p>B) Write an algebraic expression to represent the pattern rule.</p> <p><i>multiply by 4, then add 2 to get # of people</i></p> <p><i>Understanding of concept is shown, an expression is omitted but understanding is evident with words.</i></p>	Number of tables	Number of people	4	6	2	10	3	14	4	18	5	22
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