Student Name: _____   Block: _____

Unit 1: End-of-Unit Assessment Rubric

		Level 4 Exceeding	Level 3 Meeting	Level 2 Approaching	Level 1 Not Developed
1	7.G.A.1	Student successfully identifies A and D as the correct answers.	Student successfully identifies A and D as the correct answers, though they also selected one incorrect answer.	Student only identified either A or D as the correct answer.	Student selected neither A or D as the correct answer, or circled 4-5 of the possible answers.
2	7.RP.A.2.a	Student successfully identifies A, D and E as the correct answers.	Student successfully identifies two of the correct answers.	Student successfully identifies 2-3 of the correct answers, but also includes an incorrect answer. OR selects only one of the correct answers as their only choice.	Student selected only 1 of A, D or E as the correct answer with other incorrect answers. OR selected all/none of the answers.
3	7.G.A.1	Student successfully identifies D as the correct answer and shows their work.	Student successfully identifies D as the correct answer.	Student does not identify D as the correct answer, though they showed some understanding of the concept through their work.	Student did not identify D as the correct answer, work shows little/no understanding of the concept.
4	7.G.A.1	Student successfully draws a scaled copy of the polygon where each side is half the lengh of the original and the angles remain the same.	Student shows evidence of understanding the scale factor was 1/2 though the drawing does not reflect their work, or the angles have been changed.	Student draws a scale drawing of the original polygon, but does not apply a scale factor of 1/2.	Student shows little evidence of scale drawings and scale factor.
5a	7.G.A.1	Student shows work in order to explain that 3.2 cm represents an actual distance of 4 km.	Student writes that 3.2 cm represents an actual distance of 4 km, though does not show work.	Student does not write that 3.2 cm represents an actual distance of 4 km, though they showed understanding of the concept through their work.	Students work shows little/no understanding of the concept.
5b	7.G.A.1	Student shows work in order to explain that 6.25 km is represented by 5 cm on the map.	Student writes that 6.25 km is represented by 5 cm on the map, though does not show work.	Student does not write that 6.25 km is represented by 5 cm on the map, though they showed understanding of the concept through their work.	Students work shows little/no understanding of the concept.
6	7.G.A.1	Students correctly answers that the distance from Cleveland to Cincinnati on the second map is 8cm and explains how they solved the problem. (either explaining that each cm on the first map represents 5 times as much actual distance than the second map OR by finding the actual distance first and then applying the scale of the second map)	Students correctly answers that the distance from Cleveland to Cincinnati on the second map is 8cm and shows their work, though their explanation is minimal.	Student's work or explaination shows a general understanding of the concept, though they make some errors in their mathematics.	Students work shows little/no understanding of the concept.
7a	7.G.A.1	Student draws a scaled drawing of the bedroom that is a rectangle, drawn and labeled with length 10 cm and width 6 cm (or equivalent units).	Student correctly labels the rectangular bedrood with length 10 cm and width 6 cm (or equivalent units), but does not draw it to scale.	Student draws a scale drawing of the bedroom with labels, but does not apply the correct scale.	Student shows little evidence of scale drawings.

Student Name: _____   Block: _____

Unit 1: End-of-Unit Assessment Rubric

		Level 4 Exceeding	Level 3 Meeting	Level 2 Approaching	Level 1 Not Developed
7b	**7.G.A.1**	Student answers 1.6 cm (or equivalent unites), and is able to explain their reasoning in terms of the given scale.	Student answers 1.6 cm (or equivalent unites), and is able to show their work, though their explanation is minimal.	Student's work or explaination shows a general understanding of the concept, though they make some errors in their mathematics.	Students work shows little/no understanding of the concept.
7c	**7.G.A.1**	Student successfully answers 2m by 1.5m and shows their work.	Student successfully answers 2m by 1.5m.	Student does not answer 2m by 1.5m, though they showed some understanding of the concept through their work making either a calculation error or scaling in the wrong direction.	Students work shows little/no understanding of the concept.