Proficiency Scales

Geometry
High School
2020

SOUTHWESTERN UNION

EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.
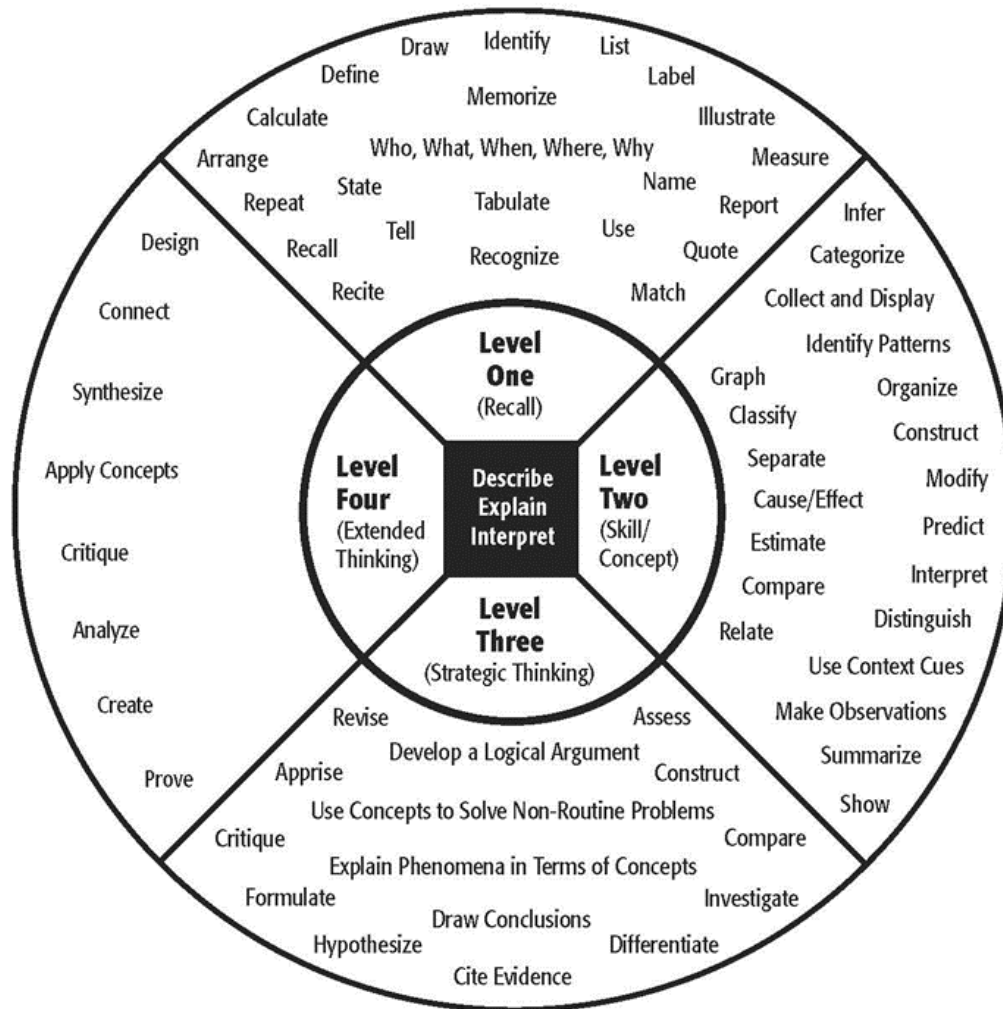
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels

Draw Identify List
Define Label
Calculate Memorize Illustrate
Arrange Who, What, When, Where, Why Measure
State Name
Repeat Tabulate Report Infer
Design Tell Use
Recall Quote Categorize
Recite Recognize Match Collect and Display

Level One (Recall)

Level Four (Extended Thinking) **Describe Explain Interpret** **Level Two** (Skill/ Concept)

Level Three (Strategic Thinking)

Connect
Synthesize Graph Identify Patterns
Classify Organize
Apply Concepts Separate Construct
Critique Cause/Effect Modify
Estimate Predict
Analyze Compare Interpret
Create Relate Distinguish
Prove Use Context Cues
Revise Assess Make Observations
Develop a Logical Argument Summarize
Apprise Construct
Use Concepts to Solve Non-Routine Problems Show
Critique Compare
Explain Phenomena in Terms of Concepts
Formulate Investigate
Draw Conclusions
Hypothesize Differentiate
Cite Evidence

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.\n\nConduct basic mathematical calculations.\n\nLabel locations on a map.\n\nRepresent in words or diagrams a scientific concept or relationship.\n\nPerform routine procedures like measuring length or using punctuation marks correctly.\n\nDescribe the features of a place or people.	Identify and summarize the major events in a narrative.\n\nUse context cues to identify the meaning of unfamiliar words.\n\nSolve routine multiple-step problems.\n\nDescribe the cause/effect of a particular event.\n\nIdentify patterns in events or behavior.\n\nFormulate a routine problem given data and conditions.\n\nOrganize, represent and interpret data.	Support ideas with details and examples.\n\nUse voice appropriate to the purpose and audience.\n\nIdentify research questions and design investigations for a scientific problem.\n\nDevelop a scientific model for a complex situation.\n\nDetermine the author's purpose and describe how it affects the interpretation of a reading selection.\n\nApply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.\n\nApply mathematical model to illuminate a problem or situation.\n\nAnalyze and synthesize information from multiple sources.\n\nDescribe and illustrate how common themes are found across texts from different cultures.\n\nDesign a mathematical model to inform and solve a practical or abstract situation.

DISCIPLINARY TRANSFER GOALS
(MATHEMATICAL PRACTICES)

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for math.

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Southwestern Union Conference
Secondary Math Committee

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Jon Dickerson — Chisholm Trail Academy

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Geometry Domains and Corresponding P-Scales

1. Shapes
2. Coordinate System
3. Volume
4. Congruence and Similarity
5. Transformations
6. Geometric Theorems
7. Geometric Constructions
8. Dilations
9. Theorems Involving Similarity
10. Trigonometric Ratios
11. Geometric Trigonometry
12. Circle Theorems
13. Arc Length and Sectors
14. Modeling

Shapes		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: Identify three-dimensional objects generated by rotations of two dimensional objects(HSG-GMD.B.4) The student exhibits no major errors or omissions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	Student will: recognize or recall vocabulary such as: ● Cross section, rotation, shape, three dimensional, two dimensional The students will perform basic processes, such as: ● Identify shapes of two-dimensional cross section of three-dimensional objects(HSG-GMD.B.4).	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Coordinate System	
Standards:	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 — In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Use the slope criteria of parallel and perpendicular lines to solve geometric problems(HSG-GPE.B.5) ● Find the point on a directed line segment between two given points that partitions the segment into a given ratio.(HSG.GPE.B.6) ● Use coordinates to compute perimeters of polygons and areas of triangles and rectangles(HSG-GPE.B.6) ● Apply the distance and midpoint formula formula to prove simple geometric theorems algebraically.(G-GPE.4) ● Use coordinates, distance formula and slope to classify polygons. ● Derive the equation of a circle given the center and the radius using the Pythagorean theorem ● Identify the center of a circle given the equation. ● Write the equation of a circle given the graph or given the center and radius. ● Graph a circle given its equations or center or radius. **The student exhibits no major errors or omissions.**
	Score 2.5 — No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will: ● Know the relationship between the slope of a parallel and perpendicular lines ● Know point-slope, slope intercept and standard form ● Recall polygon properties ● Know the distance and midpoint formulas. ● Use coordinates to prove simple geometric theorems algebraically(HSG-GPE.B.4) ● Prove the slope criteria for parallel and perpendicular lines(HSG-GPE.B.5) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	Score 1.5 — Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 — with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content

	Volume	
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Use the volume formula for cylinders, pyramids, cones, and spheres to solve problems(HSG-GMD.A.3) ● Determine the volume of composite figures ● Determine unknown dimensions of a figure given its volume. **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Area, argument, circle, circumference, cone, cylinder, formula, pyramid, sphere, volume The student will perform basic processes, such as: ● Give informal arguments for the formulas for the circumference of a circle, area of a circle, and the volume of a cylinder, pyramid, and a cone(HSG-GMD.A.1) ● Determine the area for polygons and circles. **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Congruence and Similarity	
Standards:	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 In addition to scoring 3.0 performance, partial success at score 4.0 content

Score 3.0	The student will:
	  ● Show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are also congruent(HSG-CO.B.7)
	  ● Explain how the criteria for triangle congruence(ASA, SAS, SSS, AAS) follow from definition of congruence in terms of rigid motion(HSG-CO.8).
	  ● Explain, using similarity transformations, the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of a all corresponding pairs of sides(HSG-SRT.A.2)
	  ● Establish the AA criterion for two triangles to be similar using the properties of similarity transformation(HSG-SRT.A.3)
	
	The student exhibits no major errors or omissions.

	Score 2.5 No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0	The student will recognize or recall vocabulary such as:
	  ● AA criterion, angle, ASA criterion, congruence, congruent, corresponding criteria, equality, figure, pair, property, proportionality, rigid motion, SAS criterion, side, similar, similarity transformation, SSS criterion, transformation, SSS criterion, transformation, triangle, AAS criterion.
	
	The student will:
	  ● Determine if two figures are similar using transformations
	  ● Solve proportions
	  ● Identify corresponding sides and corresponding angles of similar triangles.
	
	There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

	Score 1.5 Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content

Transformations		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Describe the rotations and reflections that carry a given triangle, parallelogram, trapezoid, or regular polygon onto itself(HSG-CO.A.3). ● Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments(HSG-CO.A.4) ● Specify the sequence of transformations that will carry a given figure onto another(HSG-CO.A.5). ● Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure.(HSG-CO.B.6) **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will: ● Perform rotations, reflections or translations from a given figure The student will recognize or recall vocabulary such as: ● Angle, circle, definition, distance, figure, function, geometric, graph paper, horizontal stretch, input, line, line segment, output parallel, parallelogram, perpendicular, plane, point, polygon, predict, preserve, rectangle, reflection, regular, represent, rigid motion, rotation, sequence, software, tracing paper, transform, translation, trapezoid(HSG-CO.A.1) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Geometric Theorems		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Prove theorems about lines and angles(HSG-CO.C.9) ● Prove theorems about triangles(HSG-CO.C.10) ● Prove theorems about parallelograms(HSG-CO.C.11) **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Angle, line, parallelogram, prove, theorem, triangle The student will perform basic process, such as: ● Recognize or recall theorems about lines and angles, triangles, and parallelograms **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Geometric Constructions		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle(HSG-CO.D.13). **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Circle, compass, construct, construction, equilateral, formal, hexagon, method, paper folding, reflective device, regular, software, square, straightedge, string, tool, triangle The student will perform basic processes, such as: ● Make formal constructions with a variety of tools and methods(for example, compass, straightedge, string, reflective devices, paper folding, software(HSG-CO.D.12) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Dilations		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Verify experimentally that a dilation takes a line not passing through the center of a dilation to a parallel line, and leaves a line passing through the center unchanged(HSG-SRT.A.1b) ● Verify experimentally that a dilation of line segment is longer or shorter in the ratio given by the scale factor(HSG-SRT.A.1b) **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Center, dilation, experimental, line, line segment, parallel, ratio, scale factor, verify The students will perform basic processes, such as: ● Demonstrate dilation of a line segment **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Theorems Involving Similarity		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Identify the scale factor of two similar triangles ● Prove theorems about triangles, including: a line parallel to one side of a triangle dives the other two sides proportionally, and conversely, the Pythagorean Theorem proved using triangle similarity(HSG-SRT.B.4) ● Use congruence and similarity criterion for triangles to solve problems to prove relationships in geometric figures ● Determine if two triangles are similar or congruent based upon criteria **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Congruence, converse, criteria, divide, figure, geometric, line, parallel, proportional, prove, Pythagorean Theorem, relationship, side, similarity, theorem, triangle. The student perform basic processes, such as: ● Recognize or recall theorems about triangles. ● Solve proportions ● Identify corresponding sides and angles of similar triangles. ● Determine if two figures are similar under transformations. **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Trigonometric Ratios	
Standards:	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems(HSG-SRT.C.8) ● Explain by Similarity how side ratios in acute angles of triangles, leading to trigonometric ratios. ● Recall and apply definitions of sine, cosine, and tangent ratios. **The student exhibits no major errors or omissions.**
	Score 2.5 No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Acute triangle, applied, complementary angles, cosine, property, Pythagorean theorem, relationship, right triangle, side ratio, similarity, sine, trigonometric ratio The student will perform basic processes, such as: ● Understand that by similarity, side ratios in right triangles are properties of the acute triangles of the right triangles, leading to definitions of trigonometric ratios(HSG-SRT.C.6) ● Explain the relationship between sine and cosine of complementary angles(HSG-SRT.C.7) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	Score 1.5 Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content

Geometric Trigonometry	
Standards:	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 — In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Apply the Laws of sines and Cosine to find unknown measurements in right and no right triangles(HSG.SRT.D.11) **The student exhibits no major errors or omissions.**
	Score 2.5 — No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Law of Cosines, Sines, measurement, non-right triangle, prove, right triangle, unknown The students will perform basic processes, such as: ● Recognize and recall the Law of Sines and Cosines. **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	Score 1.5 — Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 — with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content

Circle Theorems	
Standards:	
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Score 3.5 In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Describe relationships among inscribed angles, radii, chords(HSG-C.A.2) ● Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle(HSG-C.A.3) ● Apply relationships to determine arc measures, tangent, and secant lengths. **The student exhibits no major errors or omissions.**
	Score 2.5 No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Angle, central, chord, circle, circumscribe, construct, inscribe, line, property, prove, quadrilateral, radius, relationships, similar, tangent, triangle. The student will perform basic processes, such as: ● Prove that all circles are similar(HSG-C.A.1) ● Identity central, inscribed and circumscribed angles, radii, chords, and tangent lines(HSG-C.A.2) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
	Score 1.5 Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
	Score 0.5 with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content

Arc Length and Sectors		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius(HSG-C.B.5) ● Derive the formula for the area of a sector(HSG-C.B.5) **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: ● Angle, arc, area, calculate, constant of proportionality, derive, formula, intercept, length, proportional, radian measure, radius, sector, similarity The students will perform basic processes, such as: ● Define the radian measure of the angle as the constant of proportionality(HSG-C.B.5) ● Calculate arc length. **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	

Modeling		
Standards:		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	In addition to scoring 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: ● Apply the concept of density based on area and volume in modeling situations. ● Apply geometric methods to solve design problems(HSG-MG.A.3) **The student exhibits no major errors or omissions.**	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will or recall vocabulary such as: ● Area, concept, density, design, geometric, measure, method, model, property, shape, volume The student will perform basic processes, such as: ● Use geometric shapes, their measures, and their properties to describe objects(HSG-MG.A.1) **There are no major errors or omissions regarding the simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	with help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	As instruction success on 2.0 and 3.0 content	