

8<sup>th</sup> Grade Math “I Can” Progress Checklist for \_\_\_\_\_

P=Proficient NP=Not Proficient

Quarter 1				
	Form A	Form B	Form C	Standard
8.G.5				<i>I can show the relationships between exterior and interior angles of triangles, the relationship between angles formed when two parallel lines are cut by a transversal; and why, if two corresponding angles are equal in measure drawn from two different lines, the triangles formed by the rays of the angles are similar.</i>
8.NS.2				<i>I can approximate the value of irrational numbers and locate their approximate position on the number line.</i>
8.G.6, 8.G.7, & 8.G.8				<i>I understand and can use the Pythagorean Theorem.</i>
8.EE.1				<i>I can use the properties of integer exponents to generate equivalent numerical expressions.</i>
8.EE.2				<i>I can solve equations that contain square and cube roots, and I know what irrational numbers are.</i>
8.NS.1				<i>I understand about irrational numbers and the relationship between rational numbers and their decimal expansions.</i>
Quarter 2				
	Form A	Form B	Form C	Standard
8.F.3				<i>I understand and can identify “linear” functions.</i>
8.F.1				<i>I understand the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</i>
8.EE.3 & 8.EE.4				<i>I can use and compare as well as perform operations with numbers expressed in scientific notation.</i>
8.EE.5				<i>I can graph proportional relationships and I know that the “unit rate” is the slope of the graph.</i>
8.EE.6				<i>I can show that the slope of a straight line is a constant, and I can write equations in the form <math>y = mx + b</math> to describe lines in a coordinate plane.</i>
8.EE.7				<i>I can solve linear equations and I can show</i>

				<i>that solutions may include one answer, no answers, or an infinite number of answers.</i>
8.SP.1				<i><b>I can</b> construct and interpret scatter plots including patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</i>
<b>Quarter 3</b>				
	<b>Form A</b>	<b>Form B</b>	<b>Form C</b>	<b>Standard</b>
8.SP.2				<i><b>I understand</b> that often we can interpret data by considering a “line of best fit” on the graph of the data. I can use and analyze this line.</i>
8.SP.3				<i><b>I can</b> use the slope and y-intercept of a “linear” line of best fit to make predictions from given data.</i>
8.SP.4				<i><b>I can</b> use a two-way table to study the patterns of association between two categories.</i>
8.F.2				<i><b>I can</b> compare the properties of two given functions, each represented in a different way.</i>
8.F.4				<i><b>I can</b> construct a function to model a linear relationship between two quantities, and interpret the characteristics of the function.</i>
<b>Quarter 4</b>				
	<b>Form A</b>	<b>Form B</b>	<b>Form C</b>	<b>Standard</b>
8.F.5				<i><b>I can</b> describe qualitatively the functional relationship between two quantities by analyzing a graph.</i>
8.G.9				<i><b>I can</b> find the volumes of cones, cylinders, and spheres.</i>
8.G.1				<i><b>I can</b> verify the properties of translations, rotations, and reflections and can perform these transformations.</i>
8.G.2				<i><b>I understand</b> that two dimensional geometric shapes are “congruent” if they match up exactly after using rotations, reflections, and/or translations.</i>
8.G.3				<i><b>I can</b> describe the effect of dilations, translations, rotations, and reflections on two dimensional figures using coordinates.</i>
8.G.4				<i><b>I can</b> show that a two dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.</i>
8.EE.8				<i><b>I can</b> analyze, graph and solve pairs of simultaneous linear equations.</i>