*Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade 8 – Evidence Document*

*Domain 1 - Number Sense*

***Section A -* *I can understand irrational numbers and approximate them by rational numbers.***

8.NS.A.1 I can show that every number has a decimal. (Unit 2)

8.NS.A.1 I can change every repeating decimal into a rational number. (Unit 2)

8.NS.A.1 I can show that the decimal expansion eventually repeats for rational numbers. (Unit 2)

8.NS.A.1 I can change a repeating decimal expansion into a rational number. (Unit 2)

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8.NS.A.2 I can use rational approximations of irrational number to compare the size of irrational numbers, locate and plot them approximately on a number line diagram, and then estimate the value of the expressions. (Unit 2)

8.NS.A.2 I can use estimate values to compare two or more irrational numbers. (Unit 2)

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*Domain 2 - Expressions & Equations*

***Section A – I can work with radicals and integer exponents.***

8.EE.A.1 I can use the properties of integer exponents to simplify expressions. (Unit 2)

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8.EE.A.2 I can use square and cube root symbols to represent solutions to equations of the form $x^{2}=p$ and $x^{3}=p$, where *p* is a positive rational number. (Unit 2)

8.EE.A.2 I can evaluate the square root of a perfect square and the cube root of a perfect cube. (Unit 2)

8.EE.A.2 I can understand that the square root of 2 is irrational. (Unit 2)

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8.EE.A.3 I can write an estimation of a large quantity by expressing it as the product of a single-digit number and a positive power of ten. (Unit 2)

8.EE.A.3 I can write an estimation of a small quantity by expressing it as the product of a single-digit number and a negative power of ten. (Unit 2)

8.EE.A.3 I can compare quantities written as the product of a single-digit number and a power of ten. (Unit 2)

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8.EE.A.4 I can solve operations with two number expressed in scientific notation, including problems that contain both decimal and scientific notation. (Unit 2)

8.EE.A.4 I can use scientific notation and choose units of appropriate size for very large or very small measurements. (Unit 2)

8.EE.A.4 I can interpret scientific notation that has been generated by technology. (Unit 2)

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***Section B – I can understand the connections between proportional relationships, lines and linear equations.***

8.EE.B.5 I can graph proportional relationships, interpreting the unit rate as the slope of the graph. (Unit 7)

8.EE.B.5 I can use a table, an equation or graph to decide the unit rate of a proportional relationship. (Unit 7)

8.EE.B.5 I can use the unit rate of a graphed proportional unit rate to compare different proportional relationships. (Unit 7)

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8.EE.B.6 I can use similar triangles to explain why the slope *m* is the same between two points on a non-vertical line in a coordinate plane. (Unit 7)

8.EE.B.6 I can explain that an equation in the form of *y=mx* will represent the graph of a proportional relationship with a slope of *m* and *y*-intercept of 0. (Unit 7)

8.EE.B.6 I can explain that an equation in the form of *y=mx+b* represents the graph of a linear relationship with a slope of *m* and *y*-intercept of *b*. (Unit 7)

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***Section C – Analyze and solve linear equations and pairs of simultaneous linear equations.***

8.EE.C.7 I can solve linear equations in one variable. (Unit 3)

8.EE.C.7 I can simplify a linear equation by using the distributive property and combining like terms. (Unit 3)

8.EE.C.7 I can give examples of linear equations with one solution, infinitely many solutions, or no solutions. (Unit 3)

8.EE.C.7 I can solve linear equations with rational number coefficients, including equations when solutions require expanding expressions using the distributive property and combining like terms. (Unit 3)

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*Domain 3 - Functions*

***Section A – I can understand, interpret and compare functions.***

8.F.A.1 I can define a function as a rule, where for each input there is exactly one output. (Unit 7)

8.F.A.1 I can show the relationship between inputs and outputs of a function by graphing them as ordered pairs on a coordinate grid. (Unit 7)

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8.F.A.2 I can determine the properties of a function given the inputs and outputs in a table. (Unit 7)

8.F.A.2 I can compare the properties of two functions that are represented differently (equations, tables, graphs or given verbally). (Unit 7)

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8.F.A.3 I can explain why the equation y = mx + b represents a linear function and then find the slope and y-intercept in relation to the function. (Unit 7)

8.F.A.3 I can give examples of relationships and create a table of values that can be defined as a non-linear function. (Unit 7)

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***Section B – I can use functions to show relationships between quantities.***

8.F.B.4 I can create a function to model a linear relationship between two quantities. (Unit 7)

8.F.B.4 I can determine the rate of change and initial value of the function from decryption of the relationship or two *(x,y)* values, including reading a table or graph. (Unit 7)

8.F.B.4 I can find the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (Unit 7)

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8.F.B.5 I can match the graph of a function to a given situation. (Unit 7)

8.F.B.5 I can sketch a graph that exhibits the qualitative features of a function that has been described verbally. (Unit 7)

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*Domain 4 - Geometry*

***Section A – I can show I understand congruence and similarity using physical models, transparencies, or geometry.***

8.G.A.1 I can verify by measuring and comparing the properties of rotated, reflected or translated geometric figures. (Unit 1)

8.G.A.1 I can verify that corresponding lines and line segments remain the same length. (Unit 1)

8.G.A.1 I can verify that corresponding angles have the same measure. (Unit 1)

8.G.A.1 I can verify that corresponding parallel lines remain parallel. (Unit 1)

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8.G.A.2 I can explain that a two-dimensional figure is congruent to another if the second figure can be made from the first by rotations, reflections, or translations. (Unit 1)

8.G.A.2 I can describe a sequence of transformations that shows the congruence between two figures. (Unit 1)

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8.G.A.3 I can describe the changes to the x- and y- coordinates of a figure after either dilation, translation, rotation, or reflection. (Unit 1)

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8.G.A.4 I can explain how transformation can be used to prove that two figures are similar. (Unit 1)

8.G.A.4 I can describe a sequence of transformations that either prove or disprove that two figures are similar. (Unit 1)

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8.G.A.5 I can informally prove that the sum of any triangle’s interior angles will be the same measure as a straight angle (180 degrees). (Unit 5)

8.G.A.5 I can informally prove that the sum of any polygon’s exterior angles will be 360 degrees. (Unit 5)

8.G.A.5 I can estimate the relationships and measurements of the angles created when two parallel lines are cut by a transversal. (Unit 5)

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***Section B – I can understand and apply the Pythagorean Theorem.***

8.G.B.6 I can use Pythagorean Theorem to determine if a given triangle is a right triangle. (Unit 5)

8.G.B.6 I can use algebraic reasoning to relate a visual model to the Pythagorean Theorem. (Unit 5)

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8.G.B.7 I can draw a diagram and use the Pythagorean Theorem to solve real-world problems involving right triangles. (Unit 5)

8.G.B.7 I can draw a diagram to find right triangles in a three-dimensional figure and use the Pythagorean Theorem to calculate various dimensions. (Unit 5)

8.G.B.7 I can apply the Pythagorean Theorem to find an unknown side length of a right triangle. (Unit 5)

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8.G.B.8 I can apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (Unit 5)

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***Section C – I can solve real-world and mathematical problems involving the volumes of cones, cylinders, and spheres.***

8.G.C.9 I can state and apply the formulas for the volumes of cones, cylinders, and spheres. (Unit 4)

8.G.C.9 I can solve real world problems involving the volumes of cones, cylinders, and spheres. (Unit 4)

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*Domain 5 - Statistics & Probability*

***Section A – I can investigate patterns of association in data that has two variables (Bivariate Data).***

8.SP.A.1 I can plot ordered pairs on a coordinate grid representing the relationship between two data sets. (Unit 6)

8.SP.A.1 I can describe patterns such as clustering, outliers, positive or negative association, linear association and nonlinear association. (Unit 6)

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8.SP.A.2 I can recognize if the data plotted on a scatter plot has a linear association. (Unit 6)

8.SP.A.2 I can draw a straight line to approximate the linear relationship between the plotted points of two data sets. (Unit 6)

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8.SP.A.3 I can determine the equation of a trend line that approximates the linear relationships between the plotted points of two data sets. (Unit 6)

8.SP.A.3 I can interpret the y-intercept and slope of an equation based on collected data. (Unit 6)

8.SP.A.3 I can use the equation of a trend line to summarize the given data and make predictions about additional data points. (Unit 6)

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8.SP.A.4 I can create and explain a two-way table to record the frequencies of bivariate categorical values. (Unit 6)

8.SP.A.4 I can determine the relative frequencies for rows and/or columns of a two-way table. (Unit 6)

8.SP.A.4 I can use relative frequencies and the context of a problem to describe possible associations between two sets of data. (Unit 6)

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