

**NSCAS–Alternate Achievement Level Descriptors
Mathematics Grade 7**

	Developing	On Track	Advanced
Extended Indicator	Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	Advanced learners demonstrate high levels of proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
	Students at this level	Students at this level	Students at this level
MAE 7.N.2.a	Add unit fractions and single-digit mixed numbers with like denominators up to 5 without regrouping.	Add and subtract fractions and single-digit mixed numbers with like denominators up to 5 without regrouping.	Add and subtract fractions and mixed numbers with like denominators from 6 to 10 without regrouping.
MAE 7.R.1.a	Recognize the unit rate when given a ratio table that includes the values for the unit rate and the corresponding written ratio, limited to ratios of 1:2, 1:3, 1:5, and 1:10.	Identify the unit rate when given a ratio table that includes the values for the unit rate, limited to ratios of 1:2, 1:3, 1:5, and 1:10.	Determine the unit rate when given a ratio table with an unknown value for the unit rate, limited to ratios of 1:2, 1:3, 1:5, and 1:10.
MAE 7.R.1.b	Recognize the missing quantity in an authentic situation that involves a proportional relationship when the proportional relationship, including the missing quantity, is visually represented.	Identify the missing quantity in an authentic situation that involves a proportional relationship when the proportional relationship is visually represented.	Determine the missing quantity in a proportional relationship in an authentic situation.
MAE 7.R.1.c	Recognize 50% as the percentage by which something is discounted in an authentic discount problem when given a model representing the total and discount amounts.	Identify 10% and 50% as the percentage by which something is discounted in an authentic discount problem when given a model representing the total and discount amounts.	Identify the percentage for an authentic discount problem, limited to 10%, 25%, and 50%.
MAE 7.R.1.d	Given a scale drawing with lines and labels indicating the fractional units, recognize the scale as $\frac{1}{4}$, $\frac{1}{3}$, or $\frac{1}{2}$.	Given a scale drawing with lines indicating the fractional units, identify the scale as $\frac{1}{4}$, $\frac{1}{3}$, or $\frac{1}{2}$.	Given a scale drawing, identify the scale, limited to $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$.

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MAE 7.A.1.c	Solve a one-step multiplication equation involving an unknown product, limited to factors of 1–5 and 10.	Solve a one-step multiplication equation involving an unknown factor, limited to factors of 1–5 and 10.	Solve a one-step multiplication equation involving an unknown product or an unknown factor, limited to factors of 6–9 or factors greater than 10.
MAE 7.A.1.d	Recognize equivalent expressions using the distributive property when given an example, limit to digits 1–9.	Identify equivalent expressions using the distributive property, limit to digits 1–5 (e.g., $2(1 + 2) = (2 \times 1) + (2 \times 2)$).	Identify equivalent expressions using the distributive property, limited to digits 1–9, with at least one addend or the multiplier being greater than 5 (e.g., $3(7 + 4) = (3 \times 7) + (3 \times 4)$).
MAE 7.A.1.e	Recognize a solution to a one-step inequality using the symbols $>$ or $<$ and involving addition, subtraction, or multiplication when given objects or drawings of objects that represent a solution.	Identify a solution to a one-step inequality using the symbols $>$ or $<$ and involving addition, subtraction, or multiplication.	Identify a solution to a one-step inequality using the symbols \geq or \leq and involving addition, subtraction, or multiplication.
MAE 7.A.2.a	Recognize a given one-step addition, subtraction, or multiplication equation that represents an authentic situation and a corresponding visual model.	Identify a one-step addition, subtraction, or multiplication equation that represents an authentic situation and a corresponding visual model.	Identify a one-step addition, subtraction, or multiplication equation that represents an authentic situation.
MAE 7.A.2.b	Recognize a one-step inequality using the symbols $>$ or $<$ that represents a solution to a problem involving addition, subtraction, or multiplication in an authentic situation when given objects or drawings of objects that represent the solution.	Identify a one-step inequality using the symbols $>$ or $<$ that represents a solution to a problem involving addition, subtraction, or multiplication in an authentic situation.	Identify a one-step inequality using the symbols \geq or \leq that represents a solution to a problem involving addition, subtraction, or multiplication in an authentic situation.
MAE 7.G.1.a	Recognize a pair of angles as complementary by using a reference right angle and recognize a pair of angles as supplementary by using a reference straight line when provided the definition of complementary and supplementary angles.	Identify a pair of angles as complementary or supplementary by using addition of measures of angles when provided the definition of complementary and supplementary angles, limited to angle measures that are multiples of 10.	Identify a pair of angles as complementary or supplementary by using addition of measures of angles.

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MAE 7.G.2.a	Given a triangle in quadrant 1 with one vertex on the origin, recognize the location of another vertex of the triangle when given the whole-number ordered pair (e.g., Which vertex is located at (2, 2)?).	Given a triangle in quadrant 1 with one vertex on the origin, identify a missing x - or missing y -coordinate of the ordered pair of another vertex of the triangle (e.g., What is the x -coordinate of Vertex B? What is the y -coordinate of Vertex C?).	Given a triangle in quadrant 1 with one vertex on the origin, identify the x - and y -coordinates of one of the other vertices (e.g., What is the location of Vertex B?).
MAE 7.G.3.a	Recognize the unit squares that make up the area of two adjoining rectangles decomposed into two separate figures in an authentic problem.	Identify the side lengths of two adjoining rectangles that could be used to find the perimeter in an authentic problem. Solve authentic problems involving the area of two adjoining rectangles by counting unit squares.	Solve authentic problems involving the perimeter of two adjoining rectangles by counting unit lengths.
MAE 7.G.3.c	Recognize the center of a circle. Recognize all the space inside a circle as the area of a circle.	Identify the radius and diameter of a circle when given a model and/or a definition of radius and diameter. Identify the distance around a circle as the circumference when given a model and/or a definition of circumference.	Identify the radius and diameter of a circle. Distinguish between the area of a circle and the circumference of a circle.
MAE 7.D.1.a	Recognize an investigative question as a type of question that can be answered by collecting data.	Determine whether a data set matches an investigative question.	Use data to answer an investigative question.
MAE 7.D.3.a	Given an event that has two equal outcomes, recognize that the degree of likelihood is equally likely (e.g., flipping a coin).	Given an event that has two unequal outcomes, identify the degree of likelihood of an outcome as more likely or less likely (e.g., choosing a marble from a bag with 10 blue marbles and 3 yellow marbles).	Given an event with more than two possible outcomes, identify the degree of likelihood of an outcome as more likely, equally likely, or less likely.