

Name: _____

Class 70_____

Percents Growing Task: Rough Draft # 1

Directions: As we all know, learning evolves over time. To show this, you will be attempting the same task throughout the unit. Your goal is not necessarily to get it correct each time, but it is to continue to try the task from different perspectives. Using your prior knowledge regarding percentages, answer the following question then use the rubric to self-assess your current habit of mind.

Part A:

Lea wants to save money on a new computer. At the store near her, the computer she wants is listed at a regular price of \$400.00.

- On Saturday, the store will have a sale and discount the computer by 30%
- Shoppers who buy a computer that same Saturday before 9:00 a.m. will also receive an additional 10% off the sale price.

How much will Lea pay, without tax, when she buys the computer that Saturday before 9:00 a.m?

Show your work.

Part B:

Lea is wondering if she should wake up early to get to the mall before 9 a.m. Do you think Lea should get to the mall before 9 am? Why or why not? **Justify your claim using mathematical reasoning.**

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Percents Growing Task: Rough Draft # 1 Rubric

7th Grade Math Module 4 Task: Solve real-world problems involving percentages- Draft 1

Task: Students will calculate the cost of a new computer after various discounts have been applied

Holistic Math Grading Rubric

| Level 4 Point- Proficient | Level 3- Developing | Level 2- Novice | Level 1-Inadequate |
|--|---|---|--|
| -Indicates that the student has completed the standard (7.RP.A.3: <i>Use proportional relationship to solve multistep ratio and percent problems</i>) correctly, using mathematical procedures. -Contains sufficient work to demonstrate a thorough understanding of the concepts and/or procedures. -May contain inconsequential errors that do not detract from the correct solution (s) and the demonstration of a thorough understanding. | -Appropriately addresses most, but not all aspects of the standard (7.RP.A.3: <i>Use proportional relationship to solve multistep ratio and percent problems</i>) using mathematically sound procedures. -May contain an incorrect solution but provides sound procedure, reasoning, and/or explanations. -May reflect some minor misunderstanding of the underlying concepts and/or procedures. | -May address some elements of the standard (7.RP.A.3: <i>Use proportional relationship to solve multistep ratio and percent problems</i>) correctly but reaches an inadequate solution and/or provides reasoning that is faulty incomplete. -Exhibits multiple flaws related to misunderstanding of important aspects of the task miscue of mathematical procedures, or faulty mathematical reasoning. -May contain the correct solution (s) but required work is limited. | -Response is incorrect, irrelevant, incoherent, or contains a correct solution obtained using an obviously incorrect procedure. Although some elements may contain correct mathematical procedure, holistically they are not sufficient to demonstrate even a limited understanding of the mathematical concepts embodied in the task. |

Question 1- ☐ 4 ☐ 3 ☐ 2 ☐ 1**6+1 Writing Traits**

| Trait | 1 | 2 | 3 | 4 |
|---|-----------------------------------|---|---|--|
| Ideas The meaning and development of the writing | Information is limited or missing | Lacks specific information | Content is clear but reader could elaborate further | Writer has elaborated beyond the obvious and predictable |
| Word Choice The specific vocabulary the writer uses to convey meaning | Vocabulary is limited | Correctly uses some vocabulary that connects to task. | Correctly uses multiple vocabularies that connects to task. | Uses powerful engaging |

Common Core Learning Standards Assessed

7.RP.A.3: Use proportional relationship to solve multistep ratio and percent problems

Math Level: _____

Writing Level: _____

Total Level: _____ (Writing + Math +Math)/3

| Performance Level | Percentage | Grade Performance |
|-------------------|------------|-------------------------|
| 3.5 - 4 | 90-100 | Above grade level |
| 3 – 3.25 | 80-89 | On grade level |
| 2-2.75 | 65-79 | Approaching grade level |
| 1-1.75 | 0-64 | Far below grade level. |

Percents Growing Task: Rough Draft # 1 Student Self-Reflection

Use the Habits of Mind rubric and the following guiding questions to help you reflect on the progress you have made so far on today's task. Be honest with yourself and remember everyone has room to grow!

Part A: Using the following rubric, determine if you are a novice, emerging and proficient in two habits of mind: "making sense of problems and persevering in solving them" and "reasoning visually, numerically and abstractly." **Circle the specific bullets you believe apply to you.**

| Habit of Mind | Novice: 1 | Emerging: 2 | Proficient: 3 |
|--|---|--|---|
| Make sense of problems and perseveres in solving them <i>I can make sense of a problem and I will keep at it</i> | I was generally: <ul style="list-style-type: none"> • Unable to make meaning of the problem • Unable to initiate a solution • Unwilling to take on a challenge | I made meaning of the problem however I may: <ul style="list-style-type: none"> • Have misinterpreted the given information • Have not verified the reasonableness of my solution • Need support to take on a challenge | <ul style="list-style-type: none"> • I made meaning of the problem by analyzing givens and goals. • I made conjectures about the form and meaning of the solution. • I monitored progress and changed course if necessary. • I continually asked: "Does this make sense?" • I checked my answers • I persevered to solve challenging problems |
| Reason Visually, Numerically and Abstractly <i>I can show my thinking in multiple ways</i> | I represented my thinking in only one way | I use multiple representations to show my thinking, however I may have: <ul style="list-style-type: none"> • Used an invalid representation • Not demonstrated connections • Not used appropriate tools | <ul style="list-style-type: none"> • I used multiple representations to show my thinking (pictures, diagrams, numbers, words, tables, graphs, expressions etc.) and am able to demonstrate the connections among them • I understand the meaning of the quantities • I used a variety of tools appropriately to explore and understand the problem |

Part B: Rate the following statements using the scale below. Place a check where you think you fall.

1. I felt this problem was difficult

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree nor disagree | Agree | Strongly Agree |

2. If I had more time to attack this problem, I could have continued to persevere through it

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly Disagree | Disagree | Neither Agree nor disagree | Agree | Strongly Agree |

Part C: Answer the following questions honestly and in as much detail.

1. Which problem solving strategy(s) did you use to help break down this problem? How did the strategy(s) help you?

2. What additional support/challenges do you need to show growth on your next rough draft?
