

**Algebra 1 and Concepts of Algebra**  
**Linear Equations Anchor Assignment – Semester 1 Rubric**

**Rubric – Part 1**

Tasks Required:

Q1: Student correctly graphs the line.

Q2: Student correctly states the equation in point-slope form.  
Student shows correct calculations for the slope.  
Student indicates that the point used in the equation is on the graph of the line.  
Student uses rise/run or similar terminology to describe the slope on the graph.

Q3: Student correctly states the equation in slope-intercept form.  
Student labels and/or indicates the value of the y-intercept on the graph.  
Student includes statements indicating that the y-intercept on the graph is the value  $(0, b)$ .  
Student includes algebraic proof that the  $(0, b)$  is the y-intercept.

Q4: Student correctly states the equation in standard form.  
Student labels and/or indicates the x- and y-intercepts on the graph.  
Student includes shows algebraically that  $(0, y)$  and  $(x, 0)$  on the graph are solutions to the given equation in standard form.

Minimum 10 points required for proficiency.

**Rubric – Part 2**

Q1: Given a graph, student correctly identifies the y- intercept.

Q2: Student correctly interprets the y-intercept for the given situation.

Q3: Student correctly calculates the slope.  
Student correctly states the rate of change using units.

Q4: Student correctly interprets the rate of change.

Q5: Student correctly writes an equation for the line.

Q6: Student correctly uses the model or equation to project solutions not contained in the graph.

Q7: Student discriminates between necessary and unnecessary information clearly needed for graphing a situation.

Minimum 6 points required for proficiency.

### **Rubric – Part 3**

- Q1: Student correctly shows calculations for determining slope.  
Student states the rate of change with correct units.
- Q2: Student correctly graphs the two points consistent with given information.  
Student labels the horizontal and vertical axes for time/distance.  
Student indicates the scale on both axes.  
Student provides the correct equation in slope-intercept form consistent with axes labels.
- Q3: Student uses pattern to determine the correct solution  
AND/OR  
Student uses the intercepts to determine the correct solution  
OR  
Student uses other algebraic means to determine correct solution.  
Student includes description or summarizing statements to explain their process or calculations.
- Q4: Student uses pattern to determine the correct solution  
AND/OR  
Student uses the intercepts to determine the correct solution  
OR  
Student uses other algebraic means to determine correct solution.  
Student includes description or summarizing statements to explain their process or calculations.
- Q5: Student uses pattern to determine the correct solution  
AND/OR  
Student uses the intercepts to determine the correct solution  
OR  
Student uses other algebraic means to determine correct solution.  
Student includes description or summarizing statements to explain their process or calculations.
- Q6: Student uses pattern to determine the correct solution  
AND/OR  
Student uses the intercepts to determine the correct solution  
OR  
Student uses other algebraic means to determine correct solution.  
Student includes description or summarizing statements to explain their process or calculations.

Minimum 12 points required for proficiency.