

Grade 7 Math Targets 2005-2006

Target	PI	Assessment
Quarter 1	(performance indicator)	
<ol style="list-style-type: none"> 1. Compare, order, use and represent fractions, decimals and percents and convert among different numerical forms. 2. Compute and model all four operations with whole numbers, fractions, decimals and percents applying order of operations. 3. Find the probability of simple events and express the probability as a fraction or a percentage. 4. Apply the idea of permutation in a problem situation with 6 elements or fewer. 	<ol style="list-style-type: none"> 1. A1, J1, K2 2. B1 3. D1 4. D4 	<ol style="list-style-type: none"> 1. How we Commute 2. How we Commute 3. Teacher discretion 4. Teacher discretion
Quarter 2		
<ol style="list-style-type: none"> 1. Apply the concepts of integers, absolute value and positive exponents. 2. Use coordinate system to define and locate position. 3. Solve problems involving linear patterns in the form of tables, graphs, words, rules or equations using rational numbers. 4. Translate real-life linear situations into equations. 	<ol style="list-style-type: none"> 1. A1 2. E3 3. G3 4. G1 	<ol style="list-style-type: none"> 1. Common: Bundle 2. Common: Bundle 3. Teacher discretion 4. Teacher discretion
Quarter 3		
<ol style="list-style-type: none"> 1. Perform conversions between measurements within the same measurement system. 2. Use properties/attributes (vertices, edges, faces, shapes of faces) to identify and distinguish among 3-Dimensional shapes. 3. Find the area and perimeter of 2-D shapes including circles and volume of rectangular solids. 4. Apply concepts of ratios in practical or other mathematical situations. 	<ol style="list-style-type: none"> 1. F1 2. E1, J1 3. F3 4. A3 	<ol style="list-style-type: none"> 1. Teacher discretion 2. Common: Always, Sometimes, Never 3. Teacher discretion 4. Common: Bundle
Quarter 4		
<ol style="list-style-type: none"> 1. Identify patterns in the world and express those patterns with rules. 2. Demonstrate that multiple paths to a conclusion may exist. 3. Translate relationships into algebraic notation. 4. Construct inferences and convincing arguments based on data. 	<ol style="list-style-type: none"> 1. I2 2. J2 3. K1 4. C3, B1, K2, K1 	<ol style="list-style-type: none"> 1. Tile Patterns 2. Tile Patterns 3. Tile Patterns 4. Making the Grade