Name_____School Term_____ STANDARD EE.8.EE.1

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Expressions and Equations	**Cluster: Work with radicals and integer exponents.**	**Standard: EE.8.EE.1**

I can identify numbers written in exponential form.	**Date**										
	DATA										
I can recognize the specific value a number represents.	**Date**										
	DATA										
I can use models to represent the composition of numbers (limited to exponents of 2 and 3).	**Date**										
	DATA										
I can use powers of 2 and 3 to compose and decompose numbers.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.8.EE.2

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Expressions and Equations	Cluster: Work with radicals and integer exponents.	Standard: EE.8.EE.2

• I can recognize a sequence.	Date										
	DATA										
• I can create a sequence.	Date										
	DATA										
• I can identify a pattern in a sequence.	Date										
	DATA										
• I can find the constant or common ratio in a geometric sequence.	Date										
	DATA										

Name_____School Term_____ STANDARD EE.8.EE.3-4

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Expressions and Equations	**Cluster: Work with radicals and integer exponents.**	**Standard: EE.8.EE.3-4**										
I can recognize the specific value a number represents.	**Date**											
	DATA											
I can use models to represent the composition of numbers.	**Date**											
	DATA											
I can compose and decompose numbers to three digits.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.EE.5-6

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Expressions and Equations	**Cluster: Understand the connections between proportional relationships, lines, and linear equations.**	**Standard: EE.8.EE.5-6**

I can place or locate data on a simple two-category graph.	Date										
	DATA										
I can identify a specific data point when given the coordinates.	Date										
	DATA										
I can graph a simple ratio using the x and y axis points when given the ratio in standard form (2:1) and convert to 2/1.	Date										
	DATA										
I can graph a simple ratio using the x and y axis points when given the ratio in standard form (2:1) and expand on the ratio by two or more points.	Date										
	DATA										

Name_____School Term_____ STANDARD EE.8.EE.7

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Expressions and Equations	**Cluster: Analyze and solve linear equations and pairs of simultaneous linear equations.**	**Standard: EE.8.EE.7**										
I can distinguish between a letter and a number.	**Date**											
	DATA											
I can solve simple addition and subtraction problems.	**Date**											
	DATA											
I can solve algebraic expressions using simple addition and subtraction.	**Date**											
	DATA											
I can solve algebraic expressions using two-digit addition and subtraction.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.F.1-3

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Functions	Cluster: Define, evaluate, and compare functions.	Standard: EE.8.F.1-3										
I can, given a sequence, match the element of a sequence.	Date											
	DATA											
I can identify the relationship between two numbers.	Date											
	DATA											
I can, given a function table, identify the missing number.	Date											
	DATA											
I can, given a function table, identify the rule and express the rule for the missing variable (e.g., n times 2).	Date											
	DATA											

Name_____School Term_____ STANDARD EE.8.F.4

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Functions	**Cluster: Use functions to model relationships between quantities.**	**Standard: EE.8.F.4**										
I can identify the different parts of a graph or a table.	**Date**											
	DATA											
I can navigate, read, use, or apply a graph or table.	**Date**											
	DATA											
I can determine the values or rule of a function using a graph or a table.	**Date**											
	DATA											
I can, given the input values and a rule, complete the output.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.F.5

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Functions	**Cluster: Use functions to model relationships between quantities.**	**Standard: EE.8.F.5**										
I can place data in a graph.	**Date**											
	DATA											
I can answer questions about data from a graph.	**Date**											
	DATA											
I can describe how a graph represents a relationship between two quantities.	**Date**											
	DATA											
I can describe how a graph represents a relationship between two quantities and use the graph to answer questions using that relationship.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.G.1

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Geometry	**Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.**	**Standard: EE.8.G.1**

I can match shapes using a three-dimensional object.	**Date**										
	DATA										
I can match similar shapes.	**Date**										
	DATA										
I can identify similarity and congruence (same) in objects and shapes containing angles without translations.	**Date**										
	DATA										
I can identify a translation.	**Date**										
	DATA										

Name_____**School Term**_____ **STANDARD EE.8.G.1**

I can identify a rotation.	**Date**											
	DATA											
I can identify a reflection.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.G.2

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Geometry	**Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.**	**Standard: EE.8.G.2**										
I can match shapes using a three-dimensional object.	**Date**											
	DATA											
I can match similar shapes.	**Date**											
	DATA											
I can identify similarity and congruence (same) in objects and shapes containing angles without translations.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.G.4

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Geometry	**Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.**	**Standard: EE.8.G.4**									
I can recognize geometric shapes.	**Date**										
	DATA										
I can identify similar geometric shapes.	**Date**										
	DATA										
I can identify similar shapes with and without rotation.	**Date**										
	DATA										
I can determine if geometric shapes are similar with rotations or reflections.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.8.G.5

Grade 8 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Geometry	**Cluster: Understand congruence and similarity using physical models, transparencies, or geometry software.**	**Standard: EE.8.G.5**										
I can recognize an angle.	**Date**											
	DATA											
I can recognize a right angle.	**Date**											
	DATA											
I can compare measures of angles to a right angle (greater than, less than, or equal to).	**Date**											
	DATA											
I can compare measures of angles formed by intersecting lines.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.G.9

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Geometry	**Cluster: Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.**	**Standard: EE.8.G.9**

I can experience volume.	Date										
	DATA										
I can identify which is more and which is less.	Date										
	DATA										
I can identify volume of common measures (cups, pints, gallons, etc.).	Date										
	DATA										
I can apply knowledge of volume.	Date										
	DATA										

Name_____School Term_____ STANDARD EE.8.NS.1

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: The Number System	**Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.**	**Standard: EE.8.NS.1**

I can use models to identify the whole and find the missing pieces of a whole using halves.	Date										
	DATA										
I can use models to subtract halves, thirds, and fourths.	Date										
	DATA										
I can subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends less than or equal to one.	Date										
	DATA										
I can subtract fractions with like denominators (halves, thirds, fourths, and tenths) with minuends that may be greater than one.	Date										
	DATA										

Name_____School Term_____ STANDARD EE.8.NS.2a

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: The Number System	**Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.**	**Standard: EE.8.NS.2a**										
I can represent different forms and values of decimal numbers using fractions with numerators that are multiples of five and a denominator of 100.	**Date**											
	DATA											
I can represent different forms and values of decimal numbers to the hundreds place (decimal, fraction, hundreds grid, and money representation).	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.8.NS.2b

Grade 8 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: The Number System	**Cluster: Know that there are numbers that are not rational, and approximate them by rational numbers.**	**Standard: EE.8.NS.2b**										
I can identify a part of a whole in concrete real-world objects.	**Date**											
	DATA											
I can distinguish between a part represented by a decimal and a whole number without decimals.	**Date**											
	DATA											