



Evidence Statement Tables

Grade 7 Mathematics

Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category.

An Evidence Statement might:

1. **Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* This example uses the exact language as standard 8.EE.1

2. **Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

3. **Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – 4.Int.2¹ (Integrated across Grade 4)
- **Domain** – 4.NBT.Int.1¹ (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – 3.NF.A.Int.1¹ (Integrated across the Number and Operations – Fractions Domain, Cluster A)

4. **Focus on mathematical reasoning**– A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2¹ -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
 - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1¹ – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
 - Content Scope: Knowledge and skills are articulated in 7.RP.2

Note: When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

5. Focus on mathematical modeling – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2¹ – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8,3.NBT, and/or 3.MD.

Note: The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

¹ The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

Grade 7 Evidence Statements Listing by Type 1, Type II, and Type III

The PARCC Evidence Statements for Grade 3 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items (sub-claims A and B), Type II items (reasoning/sub-claim C), or Type III items (modeling/sub-claim D).

Evidence Statements are presented in the order shown below and are color coded:

Aqua – Evidence Statement is applicable to Type I items.

Green – Evidence Statement is applicable to Type II items.

Pink – Evidence Statement is applicable to Type III items.

Grade 7 Evidence Statements

Type I
Type II
Type III

| Sub-Claim | Evidence Statement Key | Evidence Statement Text | Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks | Relationship to MPs | Calculator |
|--|------------------------|---|--|----------------------|------------|
| Sub-claim A (20 of 52 points) & Sub-claim B (10 of 52 points) | | | | | |
| A | 7.RP.1 | Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i> | <ul style="list-style-type: none"> i) Tasks have a real-world context. ii) Tasks do not assess unit conversions. | MP.2 MP.4 MP.6 | Yes |
| A | 7.RP.2a | Recognize and represent proportional relationships between quantities: a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. | <ul style="list-style-type: none"> i) Tasks have “thin context”² or no context. ii) Tasks are not limited to ratios of whole numbers. iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality. | MP.2 MP.5 | Yes |
| A | 7.RP.2b | Recognize and represent proportional relationships between quantities: b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. | <ul style="list-style-type: none"> i) Tasks may or may not have a context. ii) Tasks sample equally across the listed representations (graphs, equations, diagrams, and verbal descriptions). iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality. | MP.2 MP.5 MP.8 | No |
| A | 7.RP.2c | Recognize and represent proportional relationships between quantities: c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> | <ul style="list-style-type: none"> i) Tasks have a context. ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality. | MP.2 MP.8 | No |
| A | 7.RP.2d | Recognize and represent proportional relationships between quantities. d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. | <ul style="list-style-type: none"> i) Tasks require students to interpret a point (x, y) on the graph of a proportional relationship in terms of the situation. For the explain aspect of 7.RP.2d, see 7.C.6.1. ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality. | MP.2 MP.4 | No |

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|-----------|------------------------|---|--|------------------------------|------------|
| A | 7.RP.3-1 | Use proportional relationships to solve multistep ratio problems. | i) Tasks will include proportional relationships that only involve positive numbers. | MP.1 MP.2 MP.6 | Yes |
| A | 7.RP.3-2 | Use proportional relationships to solve multistep percent problems. <i>Examples: simple interest, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i> | - | MP.1 MP.2 MP.5 MP.6 | Yes |
| A | 7.NS.1a | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> | - | MP.5 | No |
| A | 7.NS.1b-1 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. | i) Tasks do not have a context. ii) Tasks are not limited to integers. iii) Tasks involve a number line. iv) Tasks do not require students to show in general that a number and its opposite have a sum of 0; for this aspect of 7.NS.1b-1, see 7.C.1.1 and 7.C.2. | MP.5 MP.7 | No |
| A | 7.NS.1b-2 | Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. b. Interpret sums of rational numbers by describing real-world contexts. | i) Tasks require students to produce or recognize real-world contexts that correspond to given sums of rational numbers. ii) Tasks are not limited to integers. iii) Tasks do not require students to show in general that a number and its opposite have a sum of 0; for this aspect of 7.NS.1b-1, see 7.C.1.1 and 7.C.2. | MP.2 MP.3 MP.5 | No |

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| A | 7.NS.1c-1 | <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Apply this principle in real-world contexts.</p> | <ul style="list-style-type: none"> i) Tasks may or may not have a context. ii) Tasks are not limited to integers. iii) Contextual tasks might, for example, require students to create or identify a situation described by a specific equation of the general form $p - q = p + (-q)$ such as $3 - 5 = 3 + (-5)$. iv) Non-contextual tasks are not computation tasks but rather require students to demonstrate conceptual understanding, for example, by identifying a difference that is equivalent to a given difference. For example, given the difference $-1/3 - (1/5 + 5/8)$, the student might be asked to recognize the equivalent expression $-1/3 + -(1/5 + 5/8)$. | MP.2 MP.5 MP.7 | No |
| A | 7.NS.1d | <p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers</p> | <ul style="list-style-type: none"> i) Tasks do not have a context. ii) Tasks are not limited to integers. iii) Tasks may involve sums and differences of 2 or 3 rational numbers. iv) Tasks require students to demonstrate conceptual understanding, for example, by producing or recognizing an expression equivalent to a given sum or difference. For example, given the sum $-8.1 + 7.4$, the student might be asked to recognize or produce the equivalent expression $-(8.1 - 7.4)$. | MP.5 MP.7 | No |
| A | 7.NS.2a-1 | <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.</p> | <ul style="list-style-type: none"> i) Tasks do not have a context. ii) Tasks require students to demonstrate conceptual understanding, for example by providing students with a numerical expression and requiring students to produce or recognize an equivalent expression using properties of operations. For example, given the expression $(-3)(6 + -4 + -3)$, the student might be asked to recognize that the given expression is equivalent to $(-3)(6 + -4) + (-3)(-3)$. | MP.7 | No |
| A | 7.NS.2a-2 | <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Interpret products of rational numbers by describing real-world contexts.</p> | - | MP.2 MP.4 | No |

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| A | 7.NS.2b-1 | <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$.</p> | <ul style="list-style-type: none"> i) Tasks do not have a context. ii) Tasks require students to demonstrate conceptual understanding, for example, by providing students with a numerical expression and requiring students to produce or recognize an equivalent expression. | MP.7 | No |
| A | 7.NS.2b-2 | <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Interpret quotients of rational numbers by describing real-world contexts.</p> | - | MP.2 MP.4 | No |
| A | 7.NS.2c | <p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> | <ul style="list-style-type: none"> i) Tasks do not have a context. ii) Tasks are not limited to integers. iii) Tasks may involve products and quotients of 2 or 3 rational numbers. iv) Tasks require students to compute a product or quotient, or demonstrate conceptual understanding, for example, by producing or recognizing an expression equivalent to a given expression. For example, given the expression $(-8)(6)/(-3)$, the student might be asked to recognize or produce the equivalent expression $-(8/3)(-6)$. | MP.7 | No |
| A | 7.NS.3 | Solve real-world and mathematical problems involving the four operations with rational numbers. | <ul style="list-style-type: none"> i) Tasks are one-step word problems. ii) Tasks sample equally between addition/subtraction and multiplication/division. iii) Tasks involve at least one negative number. iv) Tasks are not limited to integers. | MP.1 MP.4 | No |
| A | 7.EE.1 | Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | <ul style="list-style-type: none"> i) Tasks are not limited to integer coefficients. ii) Tasks may involve issues of strategy, e.g., by providing a factored expression such as $y(3+x+k)$ and a fully expanded expression $3y + xy + ky$, and requiring students to produce or identify a new expression equivalent to both (such as $y(3+x) + yk$). | MP.7 | No |
| A | 7.EE.2 | Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."</i> | - | MP.7 | No |

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| A | 7.EE.3 | <i>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i> | - | MP.5 | Yes |
| A | 7.EE.4a-1 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. | i) Comparison of an algebraic solution to an arithmetic solution is not assessed here; for this aspect of 7.EE.4a, see 7.C.5. | MP.1 MP.2 MP.6 MP.7 | No |
| A | 7.EE.4a-2 | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Fluently solve equations of the form $px + q = r$ and $p(x+q) = r$, where p , q , and r are specific rational numbers. | i) Each task requires students to solve two equations (one of each of the given two forms). Only the answer is required. ii) Comparison of an algebraic solution to an arithmetic solution is not assessed here; for this aspect of 7.EE.4a, see 7.C.5. | MP.6 MP.7 | No |
| A | 7.EE.4b | Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i> | i) Tasks may involve $<$, $>$, \leq or \geq . | MP.1 MP.2 MP.5 MP.6 MP.7 | No |

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| B | 7.G.1 | Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | i) Tasks may or may not have context. | MP.2 MP.5 | Yes |
| B | 7.G.2 | Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | i) Tasks do not have a context. ii) Most of the tasks should focus on the drawing component of this evidence statement. | MP.3 MP.5 MP.6 | Yes |
| B | 7.G.3 | Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | i) Tasks have “thin context” or no context. | MP.5 | Yes |
| B | 7.G.4-1 | Know the formulas for the area and circumference of a circle and use them to solve problems. | i) Tasks may or may not have context. ii) Tasks may require answers to be written in terms of π . | MP.4 MP.5 | Yes |
| B | 7.G.4-2 | Give an informal derivation of the relationship between the circumference and area of a circle | i) Tasks require students to identify or produce a logical conclusion about the relationship between the circumference and the area of a circle. | MP.2 MP.5 | Yes |
| B | 7.G.5 | Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | i) Tasks may or may not have context. ii) Tasks involving writing or solving an equation should not go beyond the equation types described in 7.EE.4a. [$px + q = r$ and $p(x + q) = r$ where p , q , and r are specific rational numbers.] | MP.5 MP.6 | Yes |
| B | 7.G.6 | Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | i) Tasks may or may not have context. | MP.1 MP.5 | Yes |
| B | 7.SP.1 | Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | - | MP.4 | Yes |

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| B | 7.SP.2 | Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i> | - | MP.4 | Yes |
| B | 7.SP.3 | Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i> | i) Tasks may use mean absolute deviation, range, or interquartile range as a measure of variability. | MP.4 | Yes |
| B | 7.SP.4 | Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh grade science book are generally longer than the words in a chapter of a fourth grade science book.</i> | - | MP.4 | Yes |
| B | 7.SP.5 | Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. | i) Tasks may involve probabilities that are certain (1) or impossible (0). | MP.4 | Yes |
| B | 7.SP.6 | Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i> | i) Tasks require the student to make a prediction based on long-run relative frequency in data from a chance process. | MP.4 | Yes |

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| B | 7.SP.7a | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i> | i) Simple events only. ii) Simple events can be defined as the single outcome of the performed experiment or it is an event, which cannot be broken down any more. | MP.4 | Yes |
| B | 7.SP.7b | Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i> | - | MP.4 | Yes |
| B | 7.SP.8a | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. | i) Compound events are the combination of two or more simple events. It can also be defined as an event that contains more than one sample points in it, such as rolling a 2 or 3 on a 6-sided number cube. | MP.4 MP.5 | Yes |
| B | 7.SP.8b | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space, which compose the event. | - | MP.4 MP.5 | Yes |
| B | 7.SP.8c | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i> | i) Items addressing the use of a simulation should define the situation that is being simulated. | MP.4 MP.5 | Yes |

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| Sub-claim C (10 of 52 points) | | | | | |
| C | 7.C.1.1 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2. | i) Tasks should not require students to identify or name properties. | MP.1 MP.2 MP.3 MP.5 MP.6 MP.7 | Yes |
| C | 7.C.1.2 | Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 7.EE.1. | i) Tasks should not require students to identify or name properties. | MP.3 MP.6 MP.7 | Yes |
| C | 7.C.2 | Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2. | - | MP.1 MP.2 MP.3 MP.5 MP.6 MP.7 | Yes |
| C | 7.C.3 | Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 7.NS.A. | - | MP.1 MP.2 MP.3 MP.5 MP.6 MP.7 | Yes |
| C | 7.C.4 | Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 7.RP.A. | i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality. | MP.2 MP.3 MP.5 MP.6 | Yes |
| C | 7.C.5 | Given an equation, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content Scope: Knowledge and skills articulated in 7.EE.4a. | - | MP.1 MP.2 MP.3 MP.6 MP.7 | Yes |

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| C | 7.C.6.1 | <p>Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.RP.2.</p> | <p>i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.</p> | MP.2 MP.3 MP.6 | Yes |
| C | 7.C.7.1 | <p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.RP.3.</p> | <p>i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.</p> | MP.1 MP.3 MP.6 MP.7 MP.8 | Yes |
| C | 7.C.7.2 | <p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.NS.2d.</p> | <p>i) Tasks focus on demonstrating understanding that a number is rational. ii) Tasks do not directly assess the ability to divide two whole numbers.</p> | MP.1 MP.3 MP.6 MP.7 MP.8 | Yes |
| C | 7.C.7.3 | <p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.NS.3.</p> | - | MP.1 MP.3 MP.6 MP.7 MP.8 | Yes |

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Type III

| Sub-Claim | Evidence Statement Key | Evidence Statement Text | Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks | Relationship to MPs | Calculator |
|-----------|------------------------|---|---|--------------------------------------|------------|
| C | 7.C.7.4 | <p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.EE.3.</p> | - | MP.1 MP.3 MP.6 MP.7 MP.8 | Yes |
| C | 7.C.8 | <p>Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 6.NS.C, 6.EE.A, 6.EE.B.</p> | i) Tasks may have scaffolding ¹ , if necessary, in order to yield a degree of difficulty appropriate to Grade 7. | MP.3 MP.6 | Yes |

Grade 7 Evidence Statements

Type I
Type II
Type III

| Sub-Claim | Evidence Statement Key | Evidence Statement Text | Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks | Relationship to MPs | Calculator |
|--------------------------------------|------------------------|---|---|---------------------------------------|------------|
| Sub-claim D (12 of 52 points) | | | | | |
| D | 7.D.1 | Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 7. ii) Tasks involving writing or solving an equation should not go beyond the equation types described in 7.EE.4a. [$px + q = r$ and $p(x + q) = r$ where p , q , and r are specific rational numbers.] | MP.1 MP.2 MP.4 MP.5 MP.7 | Yes |
| D | 7.D.2 | Solve multi-step contextual problems with degree of difficulty appropriate to grade 7, requiring application of knowledge and skills articulated in 6.RP.A, 6.EE.C, and 6.G. | i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 7. | MP.1 MP.2 MP.4 MP.5 MP.7 | Yes |
| D | 7.D.3 | Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature). Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 7. | MP.1 MP.2 MP.4, MP.5 MP.7 | Yes |
| D | 7.D.4 | Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity. Content Scope: Knowledge and skills articulated in Type I, Sub-Claim A Evidence Statements. | i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 7. | MP.1 MP.2 MP.4 MP.5 MP.7 | Yes |

¹ Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

² "Thin context" is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for the use of scientific notation such as, "The number represents the distance between two planets."