

Virginia Secondary Mathematics Readiness Checklist

Independent VALYXIS instructional resource | Jonathan Dallas | October 20, 2026. Free to print for classroom and family use. Not a state-issued assessment or state-endorsed publication.

Scope

- secondary readiness through early Algebra 1. This short tool samples prerequisite skills
- it does not cover every Grade 7 standard, predict state-test performance, or determine placement by itself.
- Use this checklist with work samples and a short student conference. Mark each skill I = independent, P = with prompting, or N = not yet. Record the date and a concrete example
- leave unobserved skills blank.

What to collect

- one recent assignment
- the diagnostic in this pack
- a student explanation
- a teacher observation. Choose two priority skills rather than reteaching an entire earlier grade.

Official reference: https://www.doe.virginia.gov/. State adaptation: shared instructional core, local task, and state reference. Exact benchmark alignment and local implementation dates require educator review before standards-based reporting.

How to use the I / P / N ratings

Use these ratings to describe an observed skill, not a percentage score or a placement decision.

I - Independent

The learner demonstrates the skill accurately and explains their thinking without hints or prompts. Follow documented accommodations; accommodations alone do not change an I rating to P.

P - With prompting

The learner demonstrates the skill after a hint, guiding question, example, or visual model. Record the support that helped.

N - Not yet

The learner does not yet demonstrate the skill, even with support. Identify one focused next step and revisit the skill after instruction.

Not observed: Leave the rating blank if you have not observed the skill. Do not assign N solely because a question was skipped.

Record the date and concrete evidence, such as a work sample or student explanation. These letters describe current evidence and may change as the learner progresses.

Checklist | record observable evidence

Number sense

- Estimate results
- use order of operations
- explain why an answer is reasonable

Rating: I / P / N _____ Date: _____

Evidence: _____

Fractions

- Compare magnitudes
- use common units
- multiply and divide fractions with meaning

Rating: I / P / N _____ Date: _____

Evidence: _____

Decimals and percents

- Connect fractions, decimals and percents
- calculate discounts and percent change

Rating: I / P / N _____ Date: _____

Evidence: _____

Ratios

- Find unit rates
- scale quantities
- explain a constant of proportionality

Rating: I / P / N _____ Date: _____

Evidence: _____

Signed numbers

- Represent positive and negative quantities
- explain operations on a number line

Rating: I / P / N _____ Date: _____

Evidence: _____

Algebra readiness

- Use the distributive property
- simplify like terms
- solve and check equations

Rating: I / P / N _____ Date: _____

Evidence: _____

Geometry and data

- Use area and volume units
- distinguish height from side length
- interpret a mean

Rating: I / P / N _____ Date: _____

Evidence: _____

Early Algebra 1 extension

- Connect a table, graph and equation
- compare constant rates
- distinguish proportional from nonproportional models

Rating: I / P / N _____ Date: _____

Evidence: _____

Student reflection

A strategy that helps me is _____.

A question I want to ask is _____.

Planning decision: Preserve access to the current grade-level task. Add one focused prerequisite mini-lesson and one representation the learner can explain.

Virginia application and standards planning

Fictional Richmond community project: 3 packs of supplies cost $9.

- Find the unit price.
- Write a cost equation.
- Calculate the price of 8 packs.
- Explain why your equation is proportional.

Teacher key

- $3 per pack
- C = 3p
- 8 packs cost $24. The unit rate is constant and zero packs cost $0. These are invented classroom quantities, not local price data.

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Local alignment worksheet

- School year ____
- district/course ____
- adopted standards version ____
- implementation date ____
- reviewer/date ____.

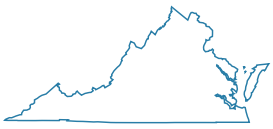
Map each domain

- Number ____
- Fractions ____
- Decimals ____
- Percent ____
- Ratios ____
- Integers ____
- Algebra ____
- Geometry/data ____

Record exact benchmark text, matching item, and any missing demand before claiming alignment.

Continue learning

- https://learnvalyxis.com/blog and https://learnvalyxis.com/ . Use these for additional explanation and practice
- this printable pack requires no account.



Grade 7 Mathematics Diagnostic and Instructional Response Guide | Virginia

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Administration

- Allow about 40-50 minutes or two short sessions. Do not emphasize speed. Students show work and may draw models. Use no calculator for the initial computation sample unless an accommodation requires one
- document calculator use and supports.

Read directions aloud when needed without explaining the mathematical method. Follow student accommodation plans. Accept mathematical reasoning in a home language or through a labeled diagram. Keep language support separate from mathematical prompting.

Student: _____ Date: _____ Class: _____

Directions: Try every question. Show how you know. Mark a question with ? when uncertain. An unfinished response helps your teacher plan the next lesson.

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Not observed: Leave the rating blank if you have not observed the skill. Do not assign N solely because a question was skipped.

Record the date and concrete evidence, such as a work sample or student explanation. These letters describe current evidence and may change as the learner progresses.

Student questions 1-6

1. Evaluate 36 - 4 x 5.

Work / explanation: _____

_____

2. Evaluate 18 / 3 + 2 squared.

Work / explanation: _____

_____

3. A club packs 144 pencils equally into 12 boxes. How many per box?

Work / explanation: _____

_____

4. Find 3/4 + 1/6.

Work / explanation: _____

_____

5. Find 2/3 x 9/10.

Work / explanation: _____

_____

6. How many 1/4-cup servings are in 2 cups?

Work / explanation: _____

_____

Student questions 7-12

7. Find 4.8 + 0.67.

Work / explanation: _____

_____

8. Find 0.6 x 0.4.

Work / explanation: _____

_____

9. Write 0.375 as a simplified fraction.

Work / explanation: _____

_____

10. Find 15% of 80.

Work / explanation: _____

_____

11. A $50 backpack is discounted 20%. Find the sale price before tax.

Work / explanation: _____

_____

12. A quantity rises from 40 to 50. What is the percent increase?

Work / explanation: _____

_____

Student questions 13-18

13. Three notebooks cost $7.50. Find the cost per notebook.

Work / explanation: _____

_____

14. A recipe uses 2 cups of rice for 5 people. How much for 15 people?

Work / explanation: _____

_____

15. For x = 1, 2, 3, y = 4, 8, 12. Write the proportional equation.

Work / explanation: _____

_____

16. Find -7 + 12.

Work / explanation: _____

_____

17. Find 5 - (-3).

Work / explanation: _____

_____

18. Find (-4) x (-6).

Work / explanation: _____

_____

Student questions 19-24

19. Simplify 3(x + 4) - 2x.

Work / explanation: _____

_____

20. Solve 3x + 5 = 26.

Work / explanation: _____

_____

21. A club pays $8 plus $3 per member. It spends $29. Write an equation and find the number of members.

Work / explanation: _____

_____

22. Find the area of a triangle with base 8 cm and perpendicular height 5 cm.

Work / explanation: _____

_____

23. Find the volume of a rectangular prism 4 cm by 3 cm by 2 cm.

Work / explanation: _____

_____

24. Find the mean of 6, 8, 10, 12.

Work / explanation: _____

_____

Teacher answer key | questions 1-12

1. 16 - Multiply first

- 4 x 5 = 20
- then subtract.
- 2. 10 - Divide to get 6 and square 2 to get 4
- add.

3. 12 pencils - 144 / 12 = 12.

4. 11/12 - Use twelfths: 9/12 + 2/12.

5. 3/5 - 18/30 simplifies to 3/5.

6. 8 servings - 2 / (1/4) = 8.

7. 5.47 - Align place values: 4.80 + 0.67.

8. 0.24 - Six tenths times four tenths is 24 hundredths.

9. 3/8 - 375/1000 simplifies to 3/8.

10. 12 - 0.15 x 80 = 12.

- 11. $40 - Discount is $10
- subtract from $50.
- 12. 25% - Increase is 10
- 10/40 = 0.25.

Teacher answer key | questions 13-24

13. $2.50 - 7.50 / 3 = 2.50.

14. 6 cups - Scale both quantities by 3.

15. y = 4x - The constant ratio y/x is 4.

16. 5 - Move 12 units right from -7.

17. 8 - Subtracting -3 means adding 3.

18. 24 - A negative times a negative is positive.

19. x + 12 - Distribute: 3x + 12 - 2x.

- 20. x = 7 - Subtract 5, then divide by 3
- check 21 + 5 = 26.
- 21. 8 + 3m = 29
- m = 7 - Subtract the fixed cost, then divide by the per-member cost.

22. 20 square cm - Area = (1/2) x 8 x 5.

23. 24 cubic cm - Volume = 4 x 3 x 2.

- 24. 9 - Sum 36
- divide by 4.

Interpretation | use patterns, then verify

Score each item

- 1 = correct answer with sufficient reasoning or work for the task
- 0 = incorrect, missing, or unsupported. If a correct answer lacks requested work, confer before finalizing. Record accuracy out of 24 alongside reasoning notes.
- Each domain has three questions. A provisional rule for this classroom tool: 0-1 correct suggests an immediate follow-up interview
- 2 suggests targeted practice
- 3 suggests an extension and a transfer check. These thresholds are teacher planning rules, not validated proficiency cut scores.

Number operations

- items 1-3
- correct ____/3
- explanation evidence _____
- next action _____

Fractions

- items 4-6
- correct ____/3
- explanation evidence _____
- next action _____

Decimals

- items 7-9
- correct ____/3
- explanation evidence _____
- next action _____

Percentages

- items 10-12
- correct ____/3
- explanation evidence _____
- next action _____

Ratios and rates

- items 13-15
- correct ____/3
- explanation evidence _____
- next action _____

Integers

- items 16-18
- correct ____/3
- explanation evidence _____
- next action _____

Expressions and equations

- items 19-21
- correct ____/3
- explanation evidence _____
- next action _____

Geometry and data

- items 22-24
- correct ____/3
- explanation evidence _____
- next action _____

Interview: Ask "Show another way," "Why does your method work?" and "What would change if the numbers changed?" Do not infer a disability, course placement, or overall ability from this sample.

Instructional response | number and proportional reasoning

Number operations | Possible pattern

- Treats all operations left to right. Response: Use an operation tree
- compare 36 - 20 with (36 - 4) x 5. Recheck: Evaluate 40 - 3 x 6. Key: 22.

Fractions | Possible pattern

- Adds denominators or inverts the wrong fraction. Response: Use equal-sized fraction strips and measurement division before symbolic rules. Recheck: Find 1/2 + 1/3
- then 3 / (1/2). Key: 5/6
- 6.

Decimals | Possible pattern

- Ignores decimal place value. Response: Use a hundred grid and money models
- estimate the magnitude first. Recheck: Find 2.4 + 0.38
- then 0.3 x 0.2. Key: 2.78
- 0.06.

Percentages | Possible pattern

- Uses the new amount as the percent base. Response: Name the original whole
- represent 100% with a bar. Recheck: A $60 item is reduced 25%. Find the new price. Key: $45.
- Model one example aloud. Solve one together. Let the student solve two independently and explain one. Recheck with new numbers after 48-72 hours
- retain the original work for comparison.

Instructional response | algebra, space, and transfer

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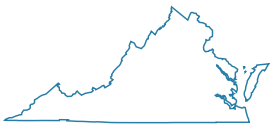
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State mapping step: compare the task demand, representation and grade placement with the exact local benchmark. Do not copy Arizona codes into this edition. The final questions sample prerequisite geometry/data rather than all Grade 7 geometry/statistics expectations.

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Supporting Virginia Students Who Have Mathematics Learning Gaps

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Begin with strengths. A gap is a teachable need supported by evidence, not a description of a student's capacity. Ask which earlier idea blocks the current task and what representation makes that idea visible.

Three evidence streams: diagnostic work, current classroom work, and a short conference. Check attendance, task language, access to materials, and opportunities to learn before interpreting an error.

Keep the learner in grade-level thinking. Example: a student struggling with proportional equations can use a ratio table while receiving a short unit-rate lesson. Avoid replacing all meaningful problems with repetitive computation.

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A four-week instructional cycle

Week 1 | Identify

- administer selected diagnostic items
- conduct two brief conferences
- select one primary skill and a reachable two-week goal. Capture a baseline using three new items.

Week 2 | Teach: schedule three 15-20 minute sessions. Start with a visual model, connect it to symbols, and require one student explanation. Keep a link to the current class topic.

Week 3 | Apply: mix practiced skills with unfamiliar contexts. Ask students to compare two strategies and locate a plausible error. Reduce prompts gradually.

Week 4 | Review: use a new three-item probe of comparable difficulty and a transfer problem. Compare with the baseline, then continue, change the model, or fade support.

Suggested session

- 3 minutes retrieval
- 5 minutes modeling
- 5 minutes supported practice
- 5 minutes independent application
- 2 minutes reflection. Adjust to the learner rather than requiring this schedule.

Planning rule

- After two successful checks on different days with an explanation, try reducing support. With limited growth, check whether instruction was delivered and understood
- consult the school support team and revise the plan. Follow school procedures for referrals.

Access, confidence, and family partnership

Multilingual learners: preview terms with diagrams, encourage home-language reasoning, and offer "My unit rate is ___ because ___." Compare mathematical understanding with English-language demands.

Students with accommodation plans: provide required supports and accessible formats. Separate the recorded accommodation from any extra mathematical hints. Offer breaks, uncluttered tasks, and manipulatives as appropriate.

Families: practice for 10-15 calm minutes, several days a week. Ask the learner to explain a grocery price, recipe scale, or travel rate. Praise a checked strategy and a useful question. Stop a frustrating drill and return to a representation.

Sample family message: "Your learner can ____. We are working on ____. At home, ask ____. We will review new work on ____. Please share which explanations feel clear and which remain confusing."

Technology routine: predict the answer, solve, inspect feedback, explain the correction, then solve a fresh problem without copying. Treat an AI explanation as something to verify mathematically.

VALYXIS connection: use https://learnvalyxis.com/ for practice options and https://learnvalyxis.com/blog for public guides. Review actual available account features before assigning a specific tool.

Copy-ready learner action and monitoring sheet

Learner / preferred name: _____ Grade/course: _____

Strength supported by evidence: _____

Priority skill and evidence: _____

Goal: By _____, I will _____ on ____ new tasks, explaining _____.

Baseline date / items / support / result: _____

Instruction

- representation ____
- frequency ____
- responsible adult ____.

Check 1

- date ____
- independent correct ____/3
- explanation ____
- support ____.

Check 2

- date ____
- independent correct ____/3
- explanation ____
- support ____.

Transfer task and result: _____

Student reflection

I changed my strategy by _____.

Decision / next review

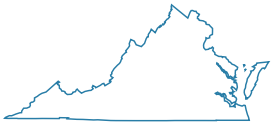
- continue, change, fade ____

- date ____.

State/district benchmark and source version: _____

Source and use note: Official reference: https://www.doe.virginia.gov/. State adaptation: shared instructional core, local task, and state reference. Exact benchmark alignment and local implementation dates require educator review before standards-based reporting.

This pack is an original VALYXIS classroom resource. It is not a diagnostic instrument for a medical or learning-disability determination, nor a substitute for a district assessment system.



Virginia Community Supplies Project: Unit Rates and Proportional Relationships

- VALYXIS | Jonathan Dallas | Printable student worksheet and teacher key. Fictional classroom scenario
- quantities are invented and are not local price data.

Learning goal: Find a unit rate, represent a proportional relationship with an equation, and explain the meaning of the constant of proportionality.

Student: _____ Date: _____ Class: _____

Student worksheet

Fictional Richmond community project: 3 packs of supplies cost $9.

1. Find the unit price. Show the division and include the units.

Work / explanation: _____

_____

2. Write a cost equation. Define each variable.

Work / explanation: _____

_____

3. Calculate the price of 8 packs. Show your substitution or other method.

Work / explanation: _____

_____

4. Explain why your equation is proportional. Describe the unit rate and the cost of zero packs.

Work / explanation: _____

_____

Teacher key and explanations

1. Unit price: $9 divided by 3 packs = $3 per pack.

2. Cost equation: C = 3p, where C is the total cost in dollars and p is the number of packs. The coefficient 3 is the unit price in dollars per pack.

3. Eight packs: C = 3 x 8 = $24.

4. Proportional relationship: C/p = 3 for every positive number of packs, so the unit rate is constant. When p = 0, C = 0. The graph of C = 3p is a straight line through the origin.

Teacher note: A zero starting cost alone does not prove proportionality. Look for the constant unit rate and the equation C = kp. These are invented classroom quantities, not local price data.

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Observe, respond, and extend

Evidence to record: Accuracy, use of units, variable definitions, and explanation of the constant rate. Rate observed skills separately using I / P / N.

If support is needed: Build a table for 0, 1, 2, 5, and 8 packs. Ask the learner to explain what changes and what stays the same.

Extension: Add a fixed $2 delivery fee. Write C = 3p + 2 and explain why the new relationship is not proportional.

Continue learning:
https://learnvalyxis.com/resources/secondary-math-readiness-diagnostic and
https://learnvalyxis.com/blog