

Algebra IA

12 Weeks

Introduction

To help students become ready to meet the expectations of the Common Core we will be practicing, thinking and discussing math in a very different way. This starts with how we define proficiency, how I teach, how we practice and what we do when we are succeeding or failing.

Standards

1. Quantities and Relationships
2. Graphs, Equations and Inequalities
3. Linear Functions
4. Sequences

Classroom Protocols

Successful students attend class regularly, take notes, stay organized, ask questions and are willing to accept help when they need it. They also use the technology resources provided to them to stay on track (Remind, Wiki, Planbook, Khan, IXL, Math TV).

Student Organization and Practice:

Students will have workbooks that will be used to take notes and complete practice assignments, these will be supplemented with teacher created notes, graphic organizers, practice worksheets, and online tutorials. Students are expected to complete their practice until they achieve a minimum completion/accuracy of 80%.

GRADING

Proficiency Scale

>9 = A >8 = B >7 = C <7 = NP

90% Evidence of Proficiency in Standards

10% Personal Management Standards

TYPES OF ASSESSMENTS

Learning Target Quiz

Students will take multiple formative assessments for each standard before taking the Standard Assessment. These assessments are designed to inform the teacher and student regarding the need for additional practice or remediation.

Standard Assessments

Standards Assessments, also known as summative assessments measure all of the individual learning targets within a unit. These are the primary source and most comprehensive piece of evidence of a student's proficiency.

Final Assessment

Students will take a final assessment that covers the essential questions and big concepts on each major unit of study. The final is used as the final piece of proficiency for the entire class and is the best indicator of the students overall learning and ability to be prepared for the next math class.

SUPPORTING COURSEWORK

Workbooks, Practice Assignments

To ensure student's are adequately prepared to take and succeed on their summative assessments-- student's must demonstrate sufficient evidence of practice. Workbooks will be evaluated before the summative assessment to ensure students are

Student Performance and Testing

Not all students learn at the same pace or in the same way. Students must demonstrate that they have completed sufficient (enough) practice and/or achieved a high level of mastery on their formative assessments in order to be eligible to take the summative assessment for the standard. If a student has not completed all of their practice but exceeds proficiency on their formative assessments, they can "fast-forward" through any uncompleted practice and they are not required but encouraged to complete the review before the summative assessment. Before each summative assessment all students regardless of proficiency will participate in the review process by either completing the review packet and/or helping other students learn the material. Students who exceed all of their standards before the final and peer tutor on review days may be exempted from the final if alternative evidence of proficiency can be collected.

Evidence of Proficiency

During the course of the class, multiple pieces of evidence will be collected to determine a student's overall proficiency. The two pieces of evidence that will most likely be used will be the summative assessments for each standard and standards covered on the cumulative final. However, I realize that looking at only two pieces of evidence creates a high stakes testing environment, I will look at other data to inform the grade each student receives, observational, formative assessments, peer-tutoring, discussion, etc. This other data can only be used to provide additional sufficient examples of proficiency and therefore can only help a student's overall grade.

Remediation

Proactive Remediation

Scenario 1: Student did not complete the required preparation (practice, review, and/or evidence of proficiency on formative assessments) by the date of the summative assessment. This student enters what I call the proactive remediation cycle. Because I do not want students taking assessments that they are not prepared for, students will use test time to finish practice and/or review, then determine a date in which all work will be completed, attend a tutorial (if needed) and/or schedule a time to take the assessment.

Reactive Remediation

Scenario 2: Student completed the required practice with some minor issues in accuracy, completed formative assessments with 70-80% accuracy, completed the review, but despite all efforts they did not pass their summative assessment. Depending on the reason why the student failed their test a few things can happen, 1) if the mistakes are minor, the student and teacher can meet to determine if proficiency can be attained through an oral and/or written defense of their knowledge of the standard or 2) the student and teacher will look through their practice and formative assessment to determine a new practice plan. They will attend a tutorial (mandatory) and reassess within 2 weeks of the failed standard.

Regardless if a student falls into either the proactive or reactive remediation cycle, parent communication will occur immediately. Weekly tutorial will only cover the last standard assessed, if a student fails to come in during those two weeks for additional help they will need to use the tutoring available on my website to help them receive instruction and feedback to become proficient. Students who are timely with their remediation have more success remaining proficient in future standards.

Personal Management

Students will receive weekly feedback on the following personal management skills. I will score each student every Friday on their personal management traits. Each student will receive the rubric below on the following Monday, if they disagree with the score that I have assigned, they have an opportunity to challenge them by providing specific evidence to support their claim. Students will sign their rubric and turn them back to me where I will input them into Synergy by Wednesday. This is designed to give you a holistic snapshot regarding the habits your student should develop to ensure they will become proficient in Algebra.

MATH

Oregon Diploma Essential Skill

“Demonstrate Personal Management and Teamwork Skills”

Personal Management Description	Classroom Expectations	Proficiency Scale			
Participate cooperatively and productively in work teams to identify and solve problems.	Cooperative	1	2	3	4
	Productive	1	2	3	4
Display initiative and demonstrate respect for other team members to complete tasks.	Initiative	1	2	3	4
	Respect	1	2	3	4
Plan, organize, and complete assigned tasks accurately and on time.	Practice Completion	1	1	2	3
	On Track LT	1	2	3	4
Exhibit work ethic and performance, including the ability to be responsible and dependable.	Work Ethic	1	2	3	4
	High Quality Product	1	2	3	4
	Responsible	1	2	3	4
Average Personal Management Score					____/4

- 4—Student demonstrates the expectation all of the time.
- 3—Student demonstrates the expectation the majority of the time.
- 2-Student demonstrates the expectation inconsistently.
- 1-No evidence that the student can demonstrate the expectation.

Synergy

You will see the following categories in Synergy:

Description	Scale	Overall Weight
Weekly Personal Management	1-4	10%
Formative Assessments	1-10	0%
Standard Assessments (Evidence 1 and 2)	1-10	90

Classroom Rules and Policies

I want all of my students to be successful. I will fully support and implement the SHS rules and codes of conduct for student behavior. I strongly encourage all my students to come to class on time, prepared, ready to learn and willing to work together to solve problems as they arise.

Technology in the Math Classroom

2014-2015



Purpose: To provide students multiple ways and opportunities to learn math!

What you need to do...

www.mathtv.com Playlists for Tutoring

User: ScappooseMath@gmail.com Pass: helpme



www.khanacademy.com Online Assignments

User*: Pass*:



www.ixl.com Online Assignments

User*: Pass: alg2014

*Students will be assigned personalized user names and passwords.



Purpose: To help remind students and parents of upcoming tutoring, testing and re-testing opportunities.

What you need to do...download the APP for Android or Apple. Enter the class code: @69e59 or go to www.remind.com/join/@69e59.

Purpose: To provide students and parents day to day information about what is happening in the classroom.

Links to class calendar, notes, rubrics and assignments can be found here!

What you need to do...go to www.planbook.com and enter code: Scappoose2014

