

Pre-Summative Assessment Check

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| Rubric Values | 4: Robust: Proficiency of the target(s) is demonstrated and organized justification leads to a proven conclusion. One or more of the following is demonstrated: Application, Critical Analysis, or Explanation of how/why process works. | 3 - Proficient: The solution is correct and has detailed and clear mathematical justification. Precision is demonstrated by a check of the solution. | 2 - Developing: Some understanding of the target is demonstrated, but justification may not be detailed, clear, complete, or precise. | 1 - Basic: A very basic understanding of the process to arrive at a solution, but the work is incomplete or has significant errors. | 0 – None: The standard has been assessed, but the work does not show knowledge of the concept or is not an appropriate method to lead to the conclusion. |
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| Target | Self Assessment | Thought/Plan |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Understand the connections between proportional relationships, lines, and linear equations. | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |
| Analyze and solve linear equations and pairs of simultaneous linear equations | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |
| Define, evaluate, and compare functions (Tables, Graphs, Rules) | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |
| Use functions (Tables, Graphs, Rules) to model relationships between quantities. | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |
| Make sense of problems and persevere in solving them. | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |
| Construct viable arguments and critique the reasoning of others | <p style="text-align: center;">Where are you now?</p> <input style="width: 100%; height: 20px;" type="text"/> <p style="text-align: center;">None Robust</p> | |

Post-Summative Assessment Check

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| Rubric Values | 4: Robust: Proficiency of the target(s) is demonstrated and organized justification leads to a proven conclusion. One or more of the following is demonstrated: Application, Critical Analysis, or Explanation of how/why process works. | 3 - Proficient: The solution is correct and has detailed and clear mathematical justification. Precision is demonstrated by a check of the solution. | 2 - Developing: Some understanding of the target is demonstrated, but justification may not be detailed, clear, complete, or precise. | 1 - Basic: A very basic understanding of the process to arrive at a solution, but the work is incomplete or has significant errors. | 0 – None: The standard has been assessed, but the work does not show knowledge of the concept or is not an appropriate method to lead to the conclusion. |
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| Target | Things I did Well | Things I need to work on/Plan |
|---------------------------------------------------------------------------------------------|-------------------|-------------------------------|
| Understand the connections between proportional relationships, lines, and linear equations. | | |
| Analyze and solve linear equations and pairs of simultaneous linear equations | | |
| Define, evaluate, and compare functions (Tables, Graphs, Rules) | | |
| Use functions (Tables, Graphs, Rules) to model relationships between quantities. | | |
| Make sense of problems and persevere in solving them. | | |
| Construct viable arguments and critique the reasoning of others | | |

The date of my next assessment is _____