

Unit 10: Marking Period Assessments

Content Area: **Mathematics**
Course(s): **Algebra 2H**
Time Period: **June**
Length: **4 days**
Status: **Published**

Unit Overview

- At the end of each marking period, students will be assessed on material covered during the marking period.

Enduring Understandings

- The end of Marking Period Assessment is a benchmark for students to demonstrate their understanding of information taught.

Essential Questions

- Why is it important to retain information pertaining to Algebra II?

Lesson Titles/Objectives

- The students will demonstrate to a proficient level their understanding of materials covered this marking period.

Standards

MA.K-12.1	Make sense of problems and persevere in solving them.
	Modeling Standards:
MA.F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
MA.K-12.6	Attend to precision.

Indicators

Modeling Standards:

21st Century Skills and Career Ready Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Inter-Disciplinary Connections

Academic concepts lay the foundation for the full range of career and postsecondary education opportunities within the career cluster.

Alternate Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Warm-Up

Anticipatory Set

Instructional Strategies/Learning Activities

- Marking Period Assessment

Closure

Benchmark Assessment

Modifications

ELL Modifications

504 and IEP Accommodations & Modifications

Instruction:

Assessments:

Gifted and Talented Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Avoid drill and practice activities.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- If possible, compact curriculum to allow gifted students to move more quickly through the material.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.

Formative Assessment

- Exit tickets
- Turn and talk

Summative Assessment

- Marking Period Assessment #1

- Marking Period Assessment #2
- Marking Period Assessment #3
- Marking Period Assessment #4

Resources & Technology

- mathxforschool.com
- Teacher Generated Assessment