

Week One Assignment: Assessing for Mastery of a Standard

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- ITL526: SS Integrated Design
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- February 11, 2024

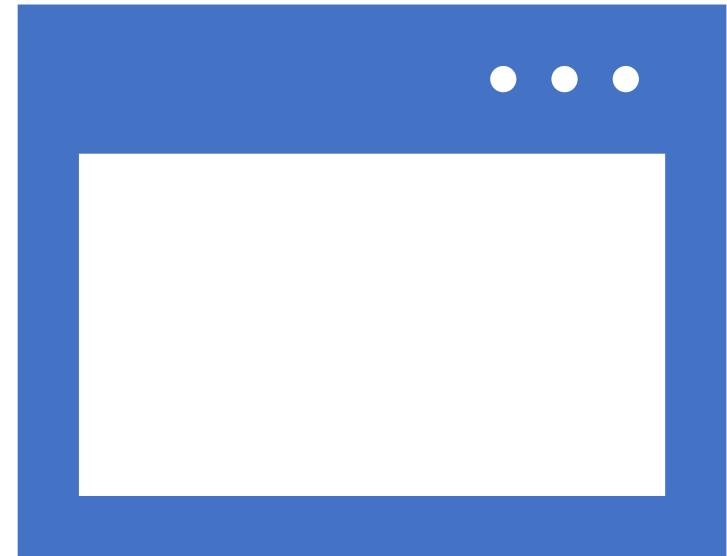


Standard 1

Mathematics

Algebra I (Traditional Pathway)

The Real Number System (N-RN)



Standard 1

Concepts & Skills

Concepts

1. Understanding of rational exponents and their properties.
2. Comprehension of the relationship between exponents and radicals.
3. Recognition of the role of exponents in representing real numbers.

Skills

1. Rewriting expressions with rational exponents.
2. Simplifying expressions involving exponents and radicals.
3. Solving equations that involve exponents and radicals.

Concept 1: Understanding of rational exponents and their properties.

Criterion

Mastery of the concept of rational exponents and their properties would be demonstrated by a student's ability to explain the rationale behind the extension of integer exponent rules to rational exponents and to consistently apply these properties in simplifying expressions with both exponents and radicals.

Assessments

The Algebra I standards state that students should expand their knowledge of integer exponents to rational exponents, which involves the ability to explain and use the properties of exponents to rewrite expressions that include radicals and rational exponents (as shown in the standards document).

Mastery would be demonstrated by a student's ability to perform these tasks seamlessly, indicating a deep understanding that aligns with the curriculum's main objectives for mathematical comprehension and fluency in Algebra I. The proposed criterion is directly linked to the curriculum's focus on expanding prior knowledge of exponents and creating a bridge to more advanced topics that require expertise in exponent rules.

Concept 2: Comprehension of the relationship between exponents and radicals.

Criterion

A student's mastery of the relationship between exponents and radicals can be demonstrated by their ability to explain and show how exponentiation and radical operations are inverse processes.

Additionally, they should be able to seamlessly convert between radical expressions and expressions with rational exponents in different mathematical situations.

Assessments

This concept is crucial for high school mathematics and serves as a foundation for students to advance to more complex topics, such as solving exponential and logarithmic equations.

The ability to smoothly convert between radical expressions and expressions with rational exponents directly applies these properties and is a practical demonstration of understanding.

The criterion reflects the depth of knowledge expected from students, as they need to perform conversions and understand the underlying mathematical principles that justify these operations.

Concept 3: Recognition of the role of exponents in representing real numbers.

Criterion

To have a good grasp on this concept, students need to understand not only how to perform procedures but also the underlying concepts.

They must comprehend how exponents can be used to represent growth, decay, and repeated multiplication.

These skills are crucial for success in higher-level mathematics and in interpreting real-world situations that can be modeled mathematically using exponents.

Assessments

The criteria for recognizing the role of exponents in representing real numbers is appropriate because it focuses on students' ability to apply their understanding of exponents in a broader mathematical and real-world context. This is a central goal of the

Algebra I curriculum. The criterion reflects the necessary level of comprehension for students to engage with exponents beyond mere calculations. It allows them to see the application and impact of exponents on the representation of real numbers.

Additionally, it ensures that students can link the abstract concept of exponents with practical applications, preparing them for higher-level mathematics and real-life scenarios.

Exponents play a crucial role in financial calculations and scientific measurements, and this criterion helps students to be well-equipped to handle such scenarios.

Skill 1: Rewriting expressions with rational exponents.

Criterion

A student's mastery of the skill of rewriting expressions with rational exponents would be demonstrated by their proficiency in converting between radical expressions and their equivalent rational exponent forms.

This involves accurately and consistently applying the properties of exponents in various algebraic contexts.

Assessments

The mastery criterion for rewriting expressions with rational exponents is deemed appropriate as it directly reflects the emphasis of the Algebra I standard on extending the properties of integer exponents to rational exponents.

This skill is fundamental to students' algebraic fluency, enabling them to work efficiently with various forms of algebraic expressions and comprehend the correlations between different representations of the same mathematical concepts.

Proficiency in this skill indicates a student's capacity to move between forms, which is vital for solving complex problems, understanding deeper mathematical relationships, and preparing for advanced mathematical concepts.

This criterion aligns with the curriculum's objective of developing students' algebraic thinking and their ability to apply the properties of exponents in diverse contexts.

Skill 2: Simplifying expressions involving exponents and radicals.

Criterion

A student's ability to simplify expressions involving exponents and radicals would be demonstrated through consistent application of the properties of exponents to reduce expressions to their simplest form.

This includes efficiently handling both radicals and exponents within the same expression and accurately presenting the simplest equivalent form.

Assessments

This skill is fundamental for students to effectively engage with algebraic expressions, which is a core component of Algebra I and subsequent mathematics courses.

Simplifying such expressions is a practical application of understanding the properties of exponents and radicals, which indicates a student's ability to manipulate and interpret mathematical expressions accurately.

Mastery in this area demonstrates a student's readiness to tackle more complex algebraic problems and understand deeper mathematical concepts, reflecting a comprehensive grasp of the subject matter as outlined in the educational standards.

Skill 3: Solving equations that involve exponents and radicals.

Criterion

A student's mastery in solving equations involving exponents and radicals would be shown by their ability to apply algebraic principles and properties of exponents and radicals accurately.

This includes finding all possible solutions to the equations, even those resulting in irrational or complex numbers where applicable.

Assessments

This skill is based on the foundational knowledge of exponents and radicals and applies it to solve equations, which is a fundamental aspect of algebra.

Mastery in this area indicates that students are proficient not only in manipulating algebraic expressions but also in applying their understanding to solve complex problems.

This ability is essential for success in Algebra I and forms the basis for further mathematical exploration in higher-level courses.

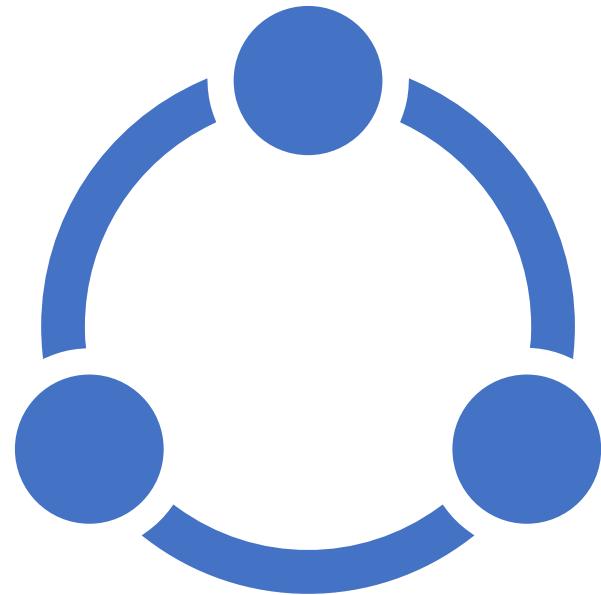
It demonstrates a comprehensive understanding of the subject matter, ensuring that students are well-prepared for the analytical and problem-solving demands of advanced mathematics.

Standard 1 Rubric

Criteria	Highly Developed (4 points)	Developed (3 points)	Emerging (2 points)	Initial (1 point)
Understanding of Rational Exponents and Their Properties	Exhibits comprehensive understanding and application of rational exponents' properties in various contexts without errors.	Shows a good understanding of rational exponents and their properties, with minor errors in application or explanation.	Exhibits a basic understanding of rational exponents and their properties but struggles with application in different contexts.	Shows limited understanding of rational exponents and their properties, with significant misconceptions or errors in application.
Comprehension of the Relationship Between Exponents and Radicals	Demonstrates a deep comprehension of how exponentiation and radical operations are inverse processes, accurately converting between expressions.	Understands the relationship between radicals and exponents with minor inaccuracies in converting expressions.	Shows basic comprehension but makes errors in converting between radical expressions and expressions with rational exponents.	Struggles to understand the relationship between radicals and exponents, with significant errors in conversions.
Simplifying Expressions Involving Exponents and Radicals	Accurately simplifies expressions involving both exponents and radicals consistently, demonstrating mastery in applying the properties of exponents.	Simplifies expressions involving exponents and radicals correctly in most cases but makes occasional errors.	Can simplify some basic expressions involving exponents and radicals but struggles with more complex expressions.	Has difficulty simplifying expressions involving exponents and radicals, often making significant errors.
Solving Equations Involving Exponents and Radicals	Expertly solves equations involving exponents and radicals, accurately finding all possible solutions and correctly interpreting the results.	Solves most equations involving exponents and radicals correctly but may overlook some solutions or make minor errors in interpretation.	Demonstrates a partial ability to solve equations involving exponents and radicals, struggling with complex equations or missing some solutions.	Has significant difficulty solving equations involving exponents and radicals, often unable to find correct solutions or make appropriate interpretations.

Standard 2

Mathematics
Algebra I (Traditional Pathway)
Creating Equations (A-CED)



Standard 2

Concepts & Skills

Concepts

1. Knowledge of equation forms to represent various relationships.
2. Understanding how to manipulate and rearrange equations to solve for variables.
3. Grasping the concept of representing real-world scenarios with equations.

Skills

1. Developing equations in one or multiple variables from real-world contexts.
2. Rearranging and solving equations and inequalities.
3. Interpreting the solution of equations and inequalities in context.

Concept 1: Knowledge of equation forms to represent various relationships.

Criterion

Students who have mastered the concept of different equation forms used to represent various relationships would be able to select and apply the appropriate equation form—linear, quadratic, exponential, or other forms—to model and solve both mathematical and real-world problems accurately.

This ability demonstrates a deep understanding of how different equations can describe various types of relationships.

Assessments

Correctly identifying and utilizing the appropriate equation to model a relationship is vital in solving real-world and mathematical problems.

It is a key objective of Algebra I, which tests procedural competency and conceptual understanding.

This skill enables students to recognize the fundamental structure of problems and select the best mathematical tools for their resolution.

The criterion reflects the level of comprehension expected from students, ensuring that they are well-equipped for more complex mathematical concepts and applications.

Concept 2: Understanding how to manipulate and rearrange equations to solve for variables.

Criterion

The ability to manipulate and rearrange equations is crucial for students to advance in mathematics, as it forms the foundation of algebra and higher-level math.

Solving problems effectively by isolating variables, simplifying equations, and ultimately finding solutions is essential.

This skill demonstrates procedural knowledge and a deeper understanding of algebraic relationships and the properties of equality, which are foundational concepts in the study of algebra.

Assessments

This skill is fundamental for algebraic reasoning and problem-solving. It enables students to tackle and solve a variety of mathematical problems.

The criterion reflects the curriculum's objective of developing students' algebraic fluency and their comprehension of the mathematical structures underlying equations.

It guarantees that students can execute algebraic manipulations and understand the reasoning behind these operations while preparing them for more intricate mathematical tasks and applications.

This ability is crucial for success in algebra and beyond. It serves as a building block for higher mathematical thinking and analysis.

Concept 3: Grasping the concept of representing real-world scenarios with equations.

Criterion

Achieving mastery in this field enables students to connect theoretical mathematical concepts with practical, real-world problems, empowering them to create and apply equations to describe and solve such scenarios.

This capability demonstrates a thorough comprehension of mathematics as a valuable tool for interpretation, analysis, and decision-making in diverse contexts, which is in line with the curriculum's objectives of preparing students for advanced mathematical studies and real-life problem-solving.

Assessments

The ability to apply algebraic concepts in real-world situations is crucial for students to recognize the practical relevance of mathematics beyond the classroom.

It requires not only the capacity to create equations but also the comprehension of how these equations can be utilized to model and analyze daily life scenarios, scientific phenomena, financial matters, and more.

Proficiency in this area indicates that students can merge their mathematical knowledge with their understanding of the world, a vital skill for success in further mathematical studies and in making informed decisions in their personal and professional lives.

This standard ensures that students are honing their mathematical skills and ability to practice these skills in various contexts.

Skill 1: Developing equations in one or multiple variables from real-world contexts.

Criterion

A student who has mastered the skill of developing equations in one or multiple variables from real-world contexts will be able to accurately interpret real-world situations, identify relevant variables, and formulate appropriate equations that model these situations.

This reflects a deep understanding of the relationships between the variables involved.

Assessments

A deep understanding of algebraic principles and the ability to interpret real-world situations into mathematical terms are necessary to create accurate equations that model real-world scenarios.

This ensures that students learn algebraic techniques and develop critical thinking skills that are important in applying these techniques creatively and effectively in various contexts.

Such skills will prepare them for further studies and real-life problem-solving.

Skill 2: Rearranging and solving equations and inequalities.

Criterion

A student's mastery of rearranging and solving equations and inequalities will be demonstrated by their consistent ability to manipulate and solve various equations and inequalities strategically.

They should apply appropriate algebraic principles to find accurate solutions and interpret these solutions within the context of the problem.

Assessments

Proficiency in this area is an indication that a student has a deep understanding of algebraic structures and can use algebra as a tool to solve problems in various contexts.

This criterion ensures that students not only excel in algebraic computations but also develop critical thinking and problem-solving skills, which are essential for success in mathematics and other analytical tasks they may encounter in their future academic and professional lives.

Skill 3: Interpreting the solution of equations and inequalities in context.

Criterion

A student who has mastered the skill of interpreting the solutions of equations and inequalities in a real-world context would be able to solve mathematical problems accurately and explain the significance of the solutions in relation to the original problem.

This ability to link mathematical outcomes with their practical implications is crucial for demonstrating a deep understanding of the subject.

Assessments

This skill serves as a link between abstract mathematical concepts and their practical applications, emphasizing the significance of understanding the outcomes of mathematical processes.

Proficiency in this area showcases a student's ability to utilize mathematical reasoning to comprehend real-life situations, an essential skill for mathematical comprehension and problem-solving in different contexts.

This standard ensures that students are skilled not only in solving equations and inequalities but also in comprehending and communicating the relevance of their solutions, preparing them for well-informed decision-making and further mathematical exploration.

Standard 2 Rubric

Criteria	Highly Developed (4 points)	Developed (3 points)	Emerging (2 points)	Initial (1 point)
Knowledge of Equation Forms to Represent Various Relationships	Demonstrates an exceptional ability to choose the correct equation form for various types of relationships and accurately models complex real-world scenarios.	Shows competence in selecting appropriate equation forms for most relationships, with minor errors or oversimplifications in modeling.	Exhibits basic knowledge of equation forms but struggles with applying them correctly to model relationships.	Has difficulty understanding and applying different equation forms to represent relationships.
Grasping the Concept of Representing Real-World Scenarios with Equations	Excellent identifies relevant variables and relationships in real-world scenarios and creates precise equations to model these situations.	Generally able to represent real-world scenarios with equations but may miss some nuances or complexity in the model.	Demonstrates a limited ability to abstract real-world scenarios into equations, often missing key aspects.	Struggles significantly to understand and represent real-world scenarios with equations.
Developing Equations in One or Multiple Variables from Real-World Contexts	Expertly formulates complex equations in one or multiple variables that accurately represent real-world contexts, showing depth in understanding.	Formulates equations that mostly represent real-world contexts accurately but may have minor inaccuracies or simplifications.	Can develop basic equations for simple contexts but struggles with complexity or multiple variables.	Has difficulty creating accurate equations, even in simple contexts, and fails to incorporate multiple variables effectively.
Rearranging and Solving Equations and Inequalities	Demonstrates mastery in rearranging and solving a wide range of equations and inequalities, providing accurate solutions within context.	Successfully rearranges and solves equations and inequalities with occasional minor errors or inefficiencies in method.	Shows basic skills in rearranging and solving simple equations and inequalities but struggles with more complex ones.	Struggles significantly with rearranging and solving equations and inequalities, often resulting in incorrect solutions.
Interpreting the Solution of Equations and Inequalities in Context	Excellent interprets solutions, providing insightful explanations of their relevance and implications in the original context.	Generally interprets solutions correctly but may miss deeper insights or implications of these solutions in context.	Has a limited ability to interpret solutions, with understanding confined to basic implications.	Demonstrates poor understanding of how to interpret solutions and their relevance to the context.

Standard 3

Mathematics
Algebra I (Traditional Pathway)
Interpreting Functions (F-IF)

Standard 3 Concepts & Skills

Concepts

1. Understanding the definition and characteristics of a function.
2. Comprehension of different function representations and their purposes.
3. Knowledge of function features such as domain, range, intercepts, and rates of change.

Skills

1. Translating among different function representations.
2. Analyzing functions to identify key features and behaviors.
3. Graphing functions and identifying important features from their graphical representations.

Concept 1: Understanding the definition and characteristics of a function.

Criterion

A student's mastery in understanding the definition and characteristics of a function would be demonstrated by their ability to accurately describe a function's domain, range, and its unique assignment of each element in the domain to a single element in the range.

They should also be able to apply this understanding in identifying functions from various representations.

Assessments

The ability to accurately describe and identify functions based on their domain, range, and unique assignment of values is fundamental to working with mathematical models and solving problems.

This criterion ensures that students grasp these essential aspects, providing a solid foundation for further exploration of functions and their applications in various contexts, aligning with educational standards and objectives.

Concept 2: Comprehension of different function representations and their purposes.

Criterion

Mastery of comprehending different function representations and their purposes would be exhibited by a student's ability to fluidly transition between graphical, algebraic, numerical, and verbal representations of functions, demonstrating a clear understanding of the advantages and limitations of each form in conveying specific aspects of the function's behavior.

Assessments

It is crucial for students to comprehend and transition between various representations of functions. Doing so allows them to interpret, analyze, and solve mathematical problems effectively.

Each representation offers unique insights into the function's behavior, and mastering this skill indicates a student's ability to leverage these insights appropriately. This is essential for enhancing their problem-solving capabilities.

This criterion ensures that students are well-equipped to select the most effective representation for a given context. This is a fundamental skill for mathematical reasoning and application across different domains and real-world scenarios.

Concept 3: Knowledge of function features such as domain, range, intercepts, and rates of change.

Criterion

A student who has mastered the concept of function features, such as domain, range, intercepts, and rates of change, should be able to identify and describe these features in various functions accurately.

Using this knowledge, they should also be able to analyze the behavior of functions across different contexts and representations.

Assessments

By studying these features, students can gain insights into how a function behaves across its entire domain, interacts with the axes, and changes over intervals.

Mastery in this area is an indication of a student's ability to apply mathematical concepts to comprehend and predict function behavior. This, in turn, prepares them for more advanced mathematical analysis and real-world problem-solving.

This criterion ensures that students can perform computational tasks and engage in deeper mathematical thinking and reasoning.

Skill 1: Translating among different function representations.

Criterion

A student's proficiency in converting functions seamlessly between graphical, algebraic, numerical, and verbal forms would demonstrate a student's mastery of translating between different function representations.

This ensures that key features and the overall behavior of the function are preserved and accurately represented in each translation.

Assessments

The ability to translate mathematical functions among various representations is a crucial skill for students to develop comprehensive mathematical literacy.

It helps students approach problems from multiple perspectives and effectively communicate mathematical ideas.

This skill not only facilitates deeper understanding of the functions themselves but also enhances problem-solving abilities by allowing students to choose the most appropriate form for a given situation.

Having this skill ensures that students possess a versatile mathematical toolkit that prepares them for advanced studies and real-world applications of mathematics.

Skill 2: Analyzing functions to identify key features and behaviors.

Criterion

To demonstrate mastery in analyzing functions, a student should be able to accurately identify and explain the key features and behaviors of various functions.

This includes determining and articulating the domain, range, intercepts, intervals of increase and decrease, maximum and minimum points, and rates of change.

By applying this analysis, the student should be able to predict how the function will behave in different contexts.

Assessments

This particular skill helps students gain a thorough understanding of mathematical concepts, enabling them to solve problems, make predictions, and comprehend graphical representations of functions.

It ensures that learners can apply their knowledge in practical situations, which prepares them for more advanced mathematical concepts and real-world applications.

This criterion is in line with educational standards that emphasize procedural proficiency, conceptual comprehension, and analytical thinking in mathematics.

Skill 3: Graphing functions and identifying important features from their graphical representations.

Criterion

The mastery of graphing functions and identifying important features from their graphical representations can be demonstrated by a student's ability to precisely plot various functions on a coordinate plane.

It also involves identifying and explaining key features such as intercepts, maxima, minima, intervals of increase and decrease, and asymptotic behavior directly from these graphs.

Assessments

Understanding functions through graphical representation is a key aspect of mathematics. It helps students to comprehend the behavior and characteristics of functions by providing visual insights.

The mastery of this skill is important for students to perform technical graphing tasks and to analyze the function's behavior visually.

This skill is crucial for mathematical problem-solving and analysis, as it enables students to confirm algebraic findings visually and to understand the practical implications of mathematical models.

Equipping students with both procedural and conceptual tools through this skill ensures their success in mathematics and related fields.



Standard 3 Rubric

Criteria	Highly Developed (4 points)	Developed (3 points)	Emerging (2 points)	Initial (1 point)
Understanding the Definition and Characteristics of a Function	Can accurately describe a function in terms of domain, range, and the assignment of outputs to inputs, and can apply this understanding in various mathematical contexts.	Has a good grasp of functions but may occasionally confuse certain aspects like domain and range.	Shows a basic understanding of functions but often makes errors with characteristics like domain and range.	Has significant misconceptions regarding the definition and characteristics of functions.
Comprehension of Different Function Representations and Their Purposes	Seamlessly transitions between different function representations and understands the advantages and limitations of each.	Can work with different representations but is not fully aware of their specific purposes.	Struggles to transition between different representations and to understand their purposes.	Is unable to effectively use different function representations or understand their purposes.
Translating Among Different Function Representations	Expertly translates functions between graphical, algebraic, numerical, and verbal forms while maintaining accuracy and detail.	Can generally translate functions among different forms but with occasional minor errors.	Has a basic ability to translate among representations but with significant errors.	Cannot accurately translate functions among different forms.
Analyzing Functions to Identify Key Features and Behaviors	Accurately identifies and describes all key features of various functions, such as intercepts and rates of change, and uses this information to predict behavior.	Identifies most key features but may overlook some details or make slight errors in prediction.	Recognizes only some key features and struggles with predicting behavior.	Is unable to identify key features or predict the behavior of functions accurately.
Graphing Functions and Identifying Important Features from Their Graphical Representations	Accurately graphs functions and identifies all key features, such as intercepts and asymptotes, from the graph.	Generally graphs functions correctly but may miss some key features or details.	Can graph basic functions but often misses key features and has difficulty interpreting graphs.	Is unable to graph functions accurately or identify key features from the graph.