

Name _____

GOT AUTHENTIC ASSESSMENT?

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OUR RUBRIC FOR QUALITY MATH WORK

Exceeds expectations (4)	
Meets expectations (3)	
Revise (2)	
Incomplete (1)	

(Sample Portfolio Requirements)**BIVARIATE STATS FINAL PORTFOLIO 2018**

1. Summary of Learning Mind Map: Students will create a glossary for their newspaper including all of the mathematical terms for this unit! See Google classroom for the complete list! This can be done with your partner or individually and should include visuals!

2. Reflection of Growth: Students will complete a reflection for their truthiness newspaper indicating how well their partner and the split up the work during the project.

3. Work Samples: Students must compile all of their classwork from the unit into a portfolio. Assignments should be in order and work on each should be aiming toward EE level work. Before submitting, have your partner check over your work and score you and then give yourself a final score.

- ☐ [Group Task 1](#)
- ☐ [Wingspan vs. Height](#)
 - ☐ Data Collection Sheet
 - ☐ Scatter Plot with trendline
- ☐ [100 Meter Dash](#)
- ☐ [Texting and Grades](#)
- ☐ [What is a Residual?](#) (Vitamins and Residuals in Sarah's class)
- ☐ Graph, Headlines and analysis on google sheets
- ☐ Newspaper Project (in progress and in Google Classroom)
 - ☐ Part 1: World News Graph (from internet) with Analysis
 - ☐ Part 2: Local News Group (created from partner data collection) with Analysis
 - ☐ Part 3: Editorial (comparing World News and Local News)
 - ☐ Part 4: Creating newspaper in google photo
 - ☐ Potential 5 boost points - weather, comic, sports
- ☐ [Calculating Residuals](#)

Student generated rubric:

EE (exceeds expectations)	Additional graphs and analyses beyond expected Students make connections between different ideas Work is complete and neat Student's "mathematical voice" is evident
ME (meets expectations)	Work is complete and neat Possibly a few ideas missing or disconnected
RE (revise)	Missing lots of work Work is messy or unorganized
I (incomplete)	Not turned in or blank work

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REFLECTION

Reflection of Growth: Please complete this reflection, citing evidence to justify each of the 4 values of our class. At the end of the semester, we will use these reflections as a foundation for our letter grade proposals.

COLLABORATION

Never	Some times	Always	
			I talk to other students when I am unsure of what a problem is asking or how to solve it
			I find a time to meet with other students outside of class when we don't finish our work in class
			I use my group roles. I used the sentence starters to get my group thinking and talking
			I listen to others' ideas to make mine better
			My partner and I have split the work evenly for our project
			During warm-up shareout, I listen to AND TRY TO UNDERSTAND the ideas of others

COLLABORATION (EVIDENCE)

COMMUNICATION

Never	Some times	Always	
			I talk to the teacher when I am unsure of what a problem is asking or how to solve it
			I talk to my peers and learn new things from them
			I listen to and incorporate feedback and ideas from others.
			I try to connect my ideas to others
			I have shared ideas with the class during warm-ups ____ times

COMMUNICATION (EVIDENCE)

Name _____

LEARNING MINDSETS

Never	Some times	Always	
			I believe that math is about creativity and sense making
			I believe everyone can do math to high levels
			I believe mistakes and challenge are the best times for your brain
			I believe depth is more important than speed

LEARNING MINDSETS (EVIDENCE)

MASTER CORE ACADEMIC CONTENT

Never	Some times	Always	
			I can represent data on two quantitative variables on a scatter plot
			I can describe how two quantitative variables on a scatter plot are related
			I can Interpret the slope and the intercept of a linear model in the context of the data
			I know that the correlation coefficient, r , is a measure of how linear the data are and r^2 shows what percent of the data is represented well by the model
			I know how to compute correlation coefficient using desmos and google sheets
			I understand that two variables that are correlated are not necessarily causal
			I can explain all of the parts of $y=mx+b$ and how it creates a line with a constant slope and y-intercept.

MASTER CORE ACADEMIC CONTENT (EVIDENCE)