



North Kingstown High School Anchor Assignment Assessment Plan

Department **Mathematics**

Name of Course **Algebra 1/Concepts of Algebra**

“Title” of Anchor Assignment **Linear Equations**

What are students asked to do/create/write/present to complete this assignment?

Students will demonstrate proficiency in reading graphs of linear equations, writing a linear equation, and interpreting linear graphs. See Rubric for specific task list and scoring.

Also see Graphing Exemplars and Solving Multi-Step Equation Exemplars.

GSE(s) Covered by this Assignment:

- 6-1 Rate of Change and Slope (*G & M 10-9d, F & A 10-2a, e, f*)
- 6-5 Point-Slope Form and Writing Linear Equations (*F & A 10-2 g*)
- 6-2 Slope-Intercept Form (*F & A 10-2 g*)
- 6-4 Standard Form (*F & A 10-2 g*)
- 6-3 Applying Linear Functions (*F & A 10-4 b*)

NKHS Expectation(s) for Student Learning Covered by this Assignment:

Problem Solving

Problem Solving

Depth of Knowledge (Check one)

_____ **Level 1-** Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

___ **x** ___ **Level 2-** Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

_____ **Level 3-** Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

_____ **Level 4-** Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

Is proficient completion of this assignment required for the e-Portfolio? Yes x No _____

How will this anchor assignment be graded and weighed in the overall grading?

Grading will be a portion of the first semester quiz/test grades as indicated on the course outline provided by teacher at the beginning of the course.

Outline the opportunities for students to revise their work.

Students will work the classroom teacher to address areas in which the student needs to improve proficiency. The student should report to after-school help sessions with his/her teacher for at least two weeks before attempting to retake the assignment.

If student needs further assistance beyond the two weeks, the classroom teacher may refer him or her to an academic help center provided within the school. Attendance at these sessions is mandatory before retaking the assessment, even if the student is seeking outside assistance.