

Implementing the Plan—Artifacts

Sample Artifact

Name	Tags	Description	Rationale	Uploaded By	Upload Date	File Size	Comments
ReteachPlan.docx	I-B-2. Adjustments to Practice	Re-teach plan for 8 F 1 Functions and definitions Identifies a specific element. Evidence of proficiency in the element.	This post-assessment debrief form shows proficient practice in I-B-2. Adjustments to Practice. Using the re-teach template I highlighted the important aspects of re-teaching an objective. I identified particular students in each class who need support on mastering this objective, so that I will be able to logically differentiate my lesson plan. I also have specific dates for action items and have planned to give students additional opportunities to practice the skills. Therefore, this artifact shows that I am adjusting my practice to provide support to particular students given previous assessment data (I-B-2).	Teacher, BPS	12/08/12	0.17	Comments

Artifact:

This artifact has so many of the I-B-2 'look-fors!'

Standard/ Objective	<p>8 F 1 Functions and definitions</p> <ul style="list-style-type: none"> Students will define a "function" as a rule that assigns exactly one output to each input. Students will identify equations that do and do not represent functions, as a non-function. Students will use the definition of a function to identify tables and lists of ordered pairs that do and do not represent functions. Students will use the vertical line test to identify graphs that represent functions and graphs that do not represent functions. Students will interpret word problem scenarios to decide if the situation represents a function or a relation that is not a function
Who? (Names!)	<p>Period 1: Donald, Shadya, Lin, Mohammed, Jaheel, Michael, Patricia, Preethi, Wilbur, Robby</p> <p>Period 4: Bilbar, Rohan, Sarah, Emily, Hawa, Ronaldo, Richardson, Shakeema, Aleesha</p>

This artifact provides evidence that the teacher has used assessment data to make groups.

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<p>When? (Dates!)</p>	<p>Beginning Feb 4th</p> <p>We have met collaboratively to map out an 8.F.1 unit. We will focus on being able to identify functions and non-functions from analyzing graphs, tables, equations, and coordinate points. We have created classwork assignments, close reading assignments, exit slips, and short ANET quizzes to address this standard.</p>
<p>How? (Action steps!)</p>	<p>After analyzing our data and reflecting on our instruction 2 major pieces emerged. Students are able to classify functions as linear or not, but they are not able to recognize other functions such as quadratic or exponential when presented in a table or graph. If students see a constant rate of change in first differences they are classifying it as a non-function. We need to be more explicit about classifying functions. We need to make students understand that to be a function it does not have to be linear. Therefore we plan to ask students to prove linear functions and prove using a method other than constant rate of change that they are a function. We plan to keep asking students to refer to the definition of a function: when one input produces one specific output. We then want to connect that to a visual on a graph and table.</p> <p>Also we made a strategic decision to not teach the ‘vertical line test’ for functions on a graph. We felt as though the function knowledge students demonstrated was very fragile and they were not ready to make conceptual sense of why the vertical test works. We plan to re-visit functions on graphs and connect this idea to the vertical line test followed by practice.</p> <p>We also realized that we did not offer students enough practice identifying a function or non-function from a set of coordinate points. So we have developed more practice geared to this concept.</p>

This section provides evidence of adjusting practice based on student assessment data.

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Reassess (Dates!)	We plan to use a mix of exit slips asking students to rate their own comprehension of parts of the 8.F.1 standard. We also have prepared short ANET and ATI quizzes to re-assess the students. This reassessment will happen at the end of week Feb 15, and Mar 1 st .
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A suggested follow up artifact for this educator is an analysis of updated student data based on the implementation of this plan.

There is evidence of multiple forms of assessment and providing students with the opportunity for self-assessment.