



Grading for EQUITY

TEACHER EXAMPLES:
ASSESSMENTS

These artifacts were created by teachers who gave permission for Crescendo Education Group to share them to support other educators. Please review each artifact with humility and grace. We don't know the teacher's context, their relationships with students, or their pressures and priorities; what we do know is that each teacher took a risk to move one more step on their journey to make their grading more equitable.

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BASKETBALL PEER ASSESSMENT

As a group you will observe students during a 3-on-3 basketball game. Based on your observation, place an X in the box where the student has performed.

Observers: _____

Student's name: _____

	1	2	3	4
	Student does not pass the ball to anyone during a game of basketball.	Student is able to pass the basketball but not accurately. The target has to move more than 5 feet to get the pass.	Student is able to pass the basketball accurately to a teammate in a game of basketball.	Student is able to pass the ball accurately between two defenders.
PASSING				

	1	2	3	4
	Student does not dribble the ball and constantly walks or runs with the ball in hand.	Student dribbles the ball at times with two hands.	Student is able to dribble the ball with one hand at a time.	Student is able to cross over a defender and break ankles.
DRIBBLING				

	1	2	3	4
	Student does not attempt to shoot the ball at all during a basketball game.	Student executes some of the cues (BEEF) on shots taken during a basketball game.	Student is able to follow the acronym BEEF during every shot.	Student is able to follow the acronym BEEF during every shot and is able to make all shots.
SHOOTING				

Exit Ticket

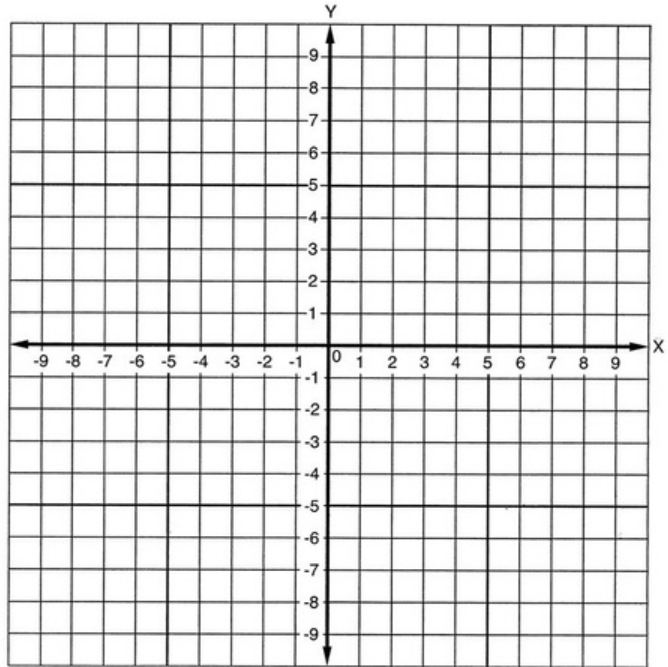
Name:

Block:

1) Rewrite the equation in slope-intercept form ($y=mx+b$)

2) Graph the line

$$2x - y = 5$$



I have no idea how to do this	I kind of get it, but could use some help	I understand how to do this and could do it again	I got this. I could teach this to someone else
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Exit Ticket

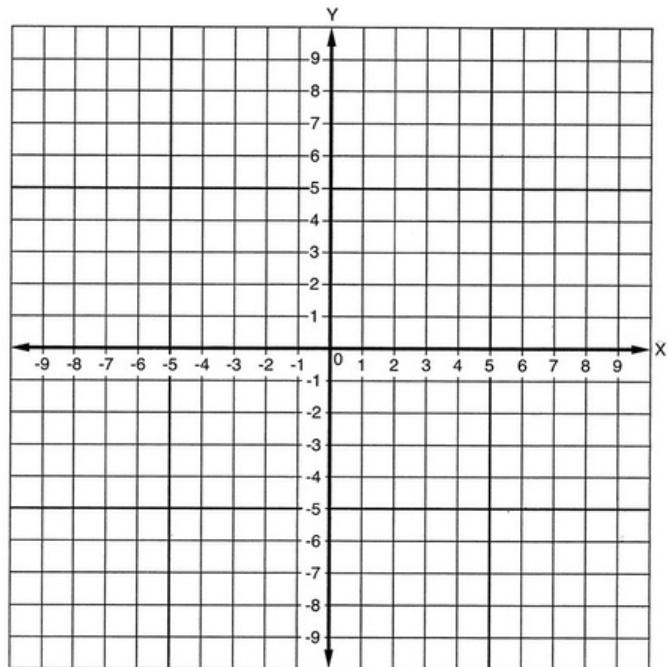
Name:

Block:

3) Rewrite the equation in slope-intercept form ($y=mx+b$)

4) Graph the line

$$2x - y = 5$$



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Answer the following problems using proper notation. Make sure you show your work where possible. The process that you use to get the answer interests me most. Good luck!

Part I

1.1 Creates equations and use them to solve problems.

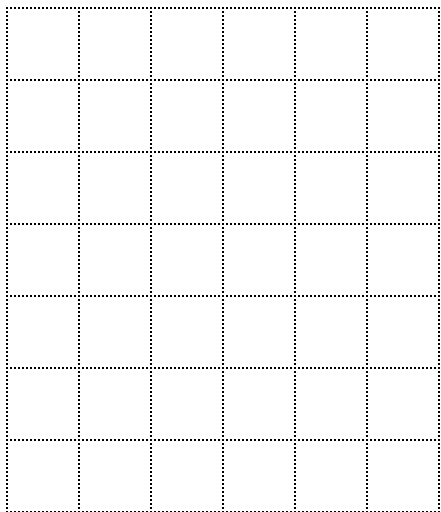
Write an equation to represent the situation. Graph the function.

1. The total cost at a climbing gym is \$10 for an equipment fee and \$5 per hour.

Define the variables. Identify the independent and dependent variables.

Write an equation to represent the situation.

Create a table of values that makes sense for the situation. Then graph the equation.



Is there a coefficient in the equation? What is it?

1.2 Utilizes order of operations to simplify complex expressions.

Evaluate each expression.

2. $24 \div 6 + 2^3 \cdot 4$

3. $\frac{9 - (3 + 27 \div 9)}{2^2 - 2}$

1.3 Interprets and simplifies expressions.

Write an algebraic expression for each verbal expression.

4. the sum of x and 5

5. the quotient of 35 and r .

Simplify each expression.

6. $-4(5 - 3g)$

7. $20 - 5(x + 2)$

8. $(x^2 + 3x - 7) - (5x^2 - 4x + 5)$

1.4 Identifies and uses number properties.

9. Write an expression that can be simplified using the distributive property. Model it with an area diagram.

10. Give an example of the inverse property of multiplication.

11. Name the properties.

Example	Property
$(3+4)+5 = 3+(4+5)$	
$3 \cdot 1 = 3$	
$(3)(4)(5) = (3)(5)(4)$	

1.5 Understands functions and function notation.

Determine if the relation is a function. Explain why or why not.

12. $\{(2, 3), (-1, 3), (0, 4), (3, 2), (-2, 3)\}$

13. Sketch the graph of a function.

1.1 Creates equations and uses them to solve problems.

14. A checking account is set up with an initial balance of \$7200. Each month \$1200 is removed from the account for rent. No other transactions occur.

a. Define the variables and write an equation to represent the situation. Identify the independent and dependent variables.

b. Sketch a graph of the situation.

15. Sahari writes an equation $y = 3x + 5$ to represent a video streaming plan where x is the number of videos and y is the cost. She says that the plan is better than paying \$5 per video. Do you agree or disagree? Explain why.

1.2 Utilizes the order of operations.

Evaluate the expression.

16. $| -3 - 9 | - 3(\frac{2}{3} - 5) + (-2 + 7)^3$

(Please do this problem last.)

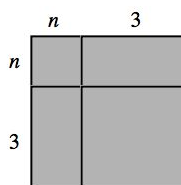
17. Given the following formulas:

$$Q = \pi ad; \quad m = \sqrt{d^2 - a^2}; \quad P = \frac{1}{3}\pi a^2 m$$

If $Q = 2310$, $\pi = \frac{22}{7}$, and $a = 21$, find the value of P .

1.3 *Interprets expressions.*

18. Write two equivalent expressions for the area model.



19. Sketch an area model for the expressions: $(2n)^2$ and $2n^2$. Are the expressions equivalent?

20. Sketch an area model and equivalent expression for: $\frac{x+8}{2}$

1.4 Uses number properties to justify simplifying expressions.

21. Evaluate the expression and identify the properties used in each step. Make sure you follow order of operations.

	Expression	Properties
	$8 \cdot \frac{1}{8} + 6[16 \div 2 + (-8)]$	

1.5 Understands functions and function notation.

22. Why is a vertical line used instead of a horizontal line to determine if the graph of a relation is a function?

You just succeeded in taking on a new challenge. Give yourself a pat on the back for completing your first Algebra I test. Did you check over your work? You will have the opportunity to take a retake if you need to do so. There are always opportunities to learn from your mistakes.

Please answer the questions on the back.

Temperature Check:

1. How was this unit for you?

2. What activities, if any, helped you this unit?

3. How are your other classes going?