Rapid City
Central High School

Algebra 2 (EBG)

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: *The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

Course Description: The purpose of Algebra II is to develop and connect learning from Algebra I. Students will apply methods and extend learning in topics such as set theory; operations with rational and irrational expressions; factoring of rational expressions; linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing quadratic equations; properties of higher-degree equations and rational exponents.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Use Canvas to access additional support when needed.
5. Complete practice in Savvas.

Grading

Learning (Practice) Topic packets, Savvas assignments, Desmos Activities, worksheets, stations, videos, etc.

Assessment (Evidence) Quizzes and tests.

Proficiency Scale			
4	**3**	**2**	**1**
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Last Revised:

Course Skills:

Skill #1 Create Mathematical Representations

A. I can create visual/graphical representations.

4: Students is able to create visual/graphical representations in unfamiliar situations given a context.

3: Student is able to create a visual/graphical representation with the correct shape accurately represent all the key features. Students can provide mathematical evidence for all the key features.

2: Student is able to create a visual/graphical representation with the correct shape and accurately represent some of the key features. Students can provide mathematical evidence for some of the key features.

1: Student is able to create a visual/graphical representation with the correct shape and accurately represent some of the key features.

B. I can create symbolic representations.

4: Students is able to create symbolic representations in unfamiliar situations given a context.

3: Student is able to create accurate symbolic representations providing mathematical evidence.

2: Student is able to create a symbolic representation using the correct structure and with some mathematical evidence.

1: Student is able to create a symbolic representation with the correct structure.

Skill #2 Simplify, Solve and Evaluate

A. I can rewrite and/or simplify expressions.

4: Student is able to rewrite and completely simplify expressions in more complex or extended situations.

3: Student is able to rewrite and completely simplify expressions with no mathematical errors and shows all mathematical evidence.

2: Student is able to rewrite and simplify expressions with minimal mathematical errors and shows all mathematical evidence.

1: Student attempts to rewrite and simplify expressions. Student provides some correct mathematical evidence.

B. I can solve equations and inequalities.

4: Student is able to solve equations in more complex or extended situations.

3: Student is able to solve equations and inequalities with no mathematical errors and shows all mathematical evidence.

2: Student is able to solve equations and inequalities with minimal mathematical errors and shows all mathematical evidence.

1: Student attempts to solve an equation or inequality with some correct mathematical evidence.

Skill #3 Analyze and Interpret

A. I can analyze and interpret the structure and/or solutions of a problem.

4: Student is able to analyze and interpret a problem/solution(s) and make an accurate conclusion in an unfamiliar situation.

3: Student is able to analyze and interpret a problem/solution(s) and make an accurate conclusion.

2: Student is able to analyze and interpret a problem/solution(s) to make a conclusion with minimal misinterpretation.

1: Student attempts to analyze and interpret a problem/solution(s) to make a conclusion.

B. I can identify and use proper formulas and definitions.

4: Student is able to identify and use correct formulas or definitions in more complex situations.

3: Student is able to identify and use correct formulas or definitions required to analyze or solve a given situation with complete accuracy.

2: Student is able to identify and use correct formulas or definitions required to analyze or solve a given situation.

1: Student is able to identify and use related formulas or definitions required to analyze or solve a given situation.

C. I can make viable arguments and decisions.

4: Student is able to make appropriate decisions using mathematical evidence in unknown or extended situations.

3: Student is able to make appropriate decisions using mathematical evidence to formulate a clear and concise argument or justification.

2: Student is able to make decisions using their mathematical evidence containing minimal errors.

1: Student is able to make appropriate decisions and lacks mathematical evidence needed to justify their decision.

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re-perform in any skill that has not yet met proficiency.

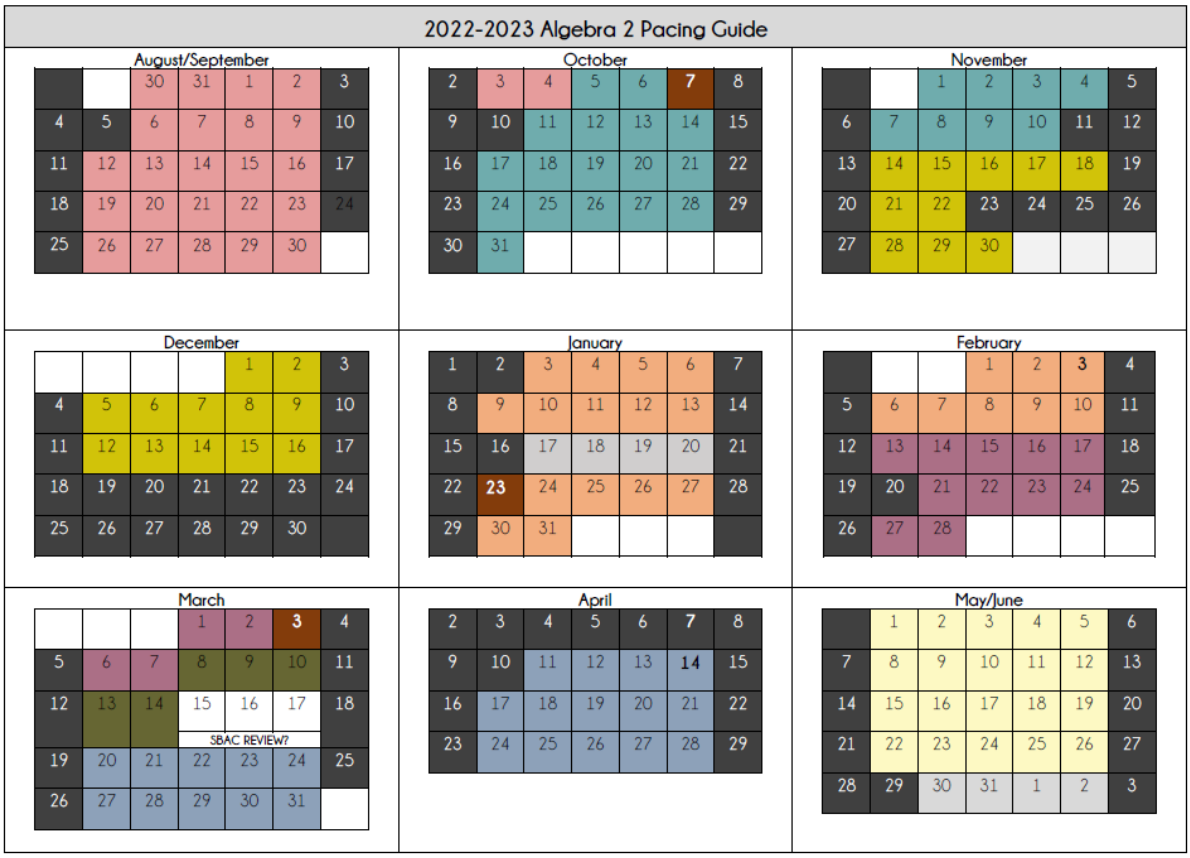
A	B	C	D	F
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

-Will determine grades based on student learning and growth.
-Will not include practice and behavior in grade determination.
-Will give all students regardless of absence an opportunity to demonstrate learning.
-Will not include extra credit.

Instructional Resources: Pearson Envision, Savvas, Canvas, Blooket, Kahoot, Desmos, Youtube, Khan Academy, and Boom Cards.

Course Calendar/Pacing:



Topic 1- Solving Equations & Inequalities Pacing: 25 Minis (Matrices to be skipped, Sequences to be covered in March)	**Topic 2 – Quadratic Functions and Equations** Pacing: 25 Minis	**Topic 3 – Polynomial Functions** Pacing: 22 Minis
Interim: FIAB Solving Equations & Inequal(Linear & Exponential)	Interim: FIAB Solving Equations & Inequalities(Quadratic)	Interim: FIAB Seeing Structure in Expressions & Polynomials
*A.CED.A.1 *A.CED.A.2 *A.CED.A.3 A.REI.D.11 *A.REI.C.6 *F.IF.B.4 *F.IF.B.5 *F.IF.B.6 F.IF.C.7 F.IF.C.7B *F.BF.A.1 *F.BF.A.1A F.BF.B.3	*A.CED.A.2 S.ID.B.6 S.ID.B.6.A *A.SSE.A.2 *A.SSE.B.3.A N.CN.A.1 N.CN.A.2 N.CN.A.3 (+) N.CN.C.7 *F.BF.A.1.A F.BF.B.3 *A.REI.B.4 *A.REI.B.4.A *A.REI.B.4.B *A.REI.C.7 *A.REI.D.11 *F.IF.B.4 A.APR.B.3	*A.APR.A.1 A.APR.A.2 A.APR.A.3 A.APR.4 A.APR.5(+) A.APR.B.6 *A.SSE.A.2 F.BF.A.1.B F.BF.A.3 N.CN.C.8 (+) N.CN.C.9 (+) *F.IF.A.4 *F.IF.A.6 *F.IF.B.7.C *F.IF.C.9
Topic 4 – Rational Functions Pacing: 23 Minis	**Topic 5 – Rational Exponents and Radical Functions** Pacing: 24 Minis	**Topic 6- Exponential & Logarithmic Functions** Pacing: 20 Minis (Sequences to be covered in March)
	Interim: IAB Algebra & Functions II	
*A.CED.A.1 *A.CED.A.2 A.APR.D.6 A.APR.D.7 (+) *A.SSE.A.2 F.IF.C.7.D (+) F.BF.B.3 *A.REI.A.1 *A.REI.A.2 *A.REI.B.3 *A.REI.D.11	N.RN.A.1 N.RN.A.2 *A.CED.A.1 *A.CED.A.4 A.REI.A.1 A.REI.A.2 *A.SSE.A.1 *A.SSE.A.2 *F.IF.A.4 *F.IF.B.7 F.BF.A.1.B F.BF.A.1.C F.BF.A.3 F.BF.A.4	*A.SSE.A.1.B *A.SSE.A.2 *A.SSE.B.3.C *A.REI.A.1 *A.CED.A.1 S.ID.B.6.A *F.IF.A.4 *F.IF.A.5 *F.IF.A.6 *F.IF.B.7 *F.IF.B.8 *F.IF.B.9 F.LE.A.4 F.LE.B.5 F.BF.A.1 F.BF.A.3 F.BF.A.4 F.BF.A.5
Topic 11 – Statistics Pacing: 19 Minis	**Topic 9- Conic Sections** (Pacing: 7 Days Block/ 13 Days Traditional) 19	**Topic 7 – Trigonometric Functions**
Interim: FIAB Statistics & Probability		
S.IC.A.1 S.IC.A.2 S.IC.B.3 S.IC.B.4 S.IC.B.6 *S.ID.A.2 S.ID.A.4 *N.Q.A.2	*A.SSE.A.2 *A.SSE.B.3 *A.REI.C.7 G.GPE.A.1 G.GPE.A.2 G.GPE.A.3 (+)	F.TF.A.2 F.TF.A.3 (+) F.TF.C.8 F.TF.A.1 F.TF.B.5 *F.IF.B.4 *F.IF.B.6 *F.IF.C.7.E *F.IF.C.9 F.BF.B.3
***Essential standard (+) Advanced Standard** Below each topic is the recommended pacing from the textbook. Beside that is how many days allocated on this pacing guide. Additional days have been added for assessment, review, remediation, etc.	**Arithmetic & Geometric Sequences & Series** Pacing: 5 Minis Interim: FIAB Interpreting Functions *F.BF.A.2 F.BF.A.1 *F.IF.A.3 *F.LE.A.2 A.SSE.B.4	**Professional Development** **Semester Exams**