

M101 Class Summary for Pre-Post Badge Tasks

PRE-BADGE TASK

1. How many students participated in the Pre-Badge Task? _____
2. Record the percentage of students in each category for the Pre-Badge Task.

Question/Look For	Blank or similar	Emerging	Approaching	Meeting
(2) Student writes an equation and defines each variable within the context of the problem.				
(3) Student determines the amount Luka had and justifies their answer.				
(4) Student interprets features of the graph to determine Raquel's weekly savings.				
(5) Student constructs a variable argument by analyzing and comparing different representations of linear functions.				
(6) Student determines the weeks required to reach \$300.				
(7) Student applies mathematically true reasoning to support a decision.				
(8) a Student interprets and compares features of multiple representations of linear equations to create a viable question.				
(8) b Student interprets and compares features of multiple representations of linear equations to create a viable question.				
(8) c Student interprets and compares features of multiple representations of linear equations to create a viable question.				

POST-BADGE TASK

1. How many students participated in the Post-Badge Task? _____
2. Record the percentage of students in each category for the Post-Badge Task.

Question/Look For	Blank or similar	Emerging	Approaching	Meeting
(2) Student writes an equation and defines each variable within the context of the problem.				
(3) Student determines the amount Luka had and justifies their answer.				
(4) Student interprets features of the graph to determine Raquel's weekly savings.				
(5) Student constructs a variable argument by analyzing and comparing different representations of linear functions.				
(6) Student determines the weeks required to reach \$300.				
(7) Student applies mathematically true reasoning to support a decision.				
(8) a Student interprets and compares features of multiple representations of linear equations to create a viable question.				
(8) b Student interprets and compares features of multiple representations of linear equations to create a viable question.				
(8) c Student interprets and compares features of multiple representations of linear equations to create a viable question.				