

M103 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 is able to plot the three points with scale & labels.				
(3) a. Student creates a quadratic equation that includes the three points.				
(3) b. Student explains how they came up with the equation.				
(3) c. Student graphs the curve represented by the equation.				
(4) a. Student determines the height of the arch 100 ft from the center and explains.				
(4) b. Student makes a connection between quadratics and architecture/engineering.				
(5) a. Student writes a new equation for the arch that situates the leftmost point at (0, 0).				
(5) b. Student makes a comparison to the original equation.				

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 is able to plot the three points with scale & labels.				
(3) a. Student creates a quadratic equation that includes the three points.				
(3) b. Student explains how they came up with the equation.				
(3) c. Student graphs the curve represented by the equation.				
(4) a. Student determines the height of the arch 100 ft from the center and explains.				
(4) b. Student makes a connection between quadratics and architecture/engineering.				
(5) a. Student writes a new equation for the arch that situates the leftmost point at (0, 0).				
(5) b. Student makes a comparison to the original equation.				