

Preparation Notes

Please review and customize this deck to prepare it for use. Some notes:

- These professional learning (PL) materials (slide deck and accompanying handout) are being offered in editable forms so that you may make adjustments to better support the specific work happening in your school or district.
- These PL materials are designed to easily accommodate remote delivery:
 - A [Jamboard template](#) is provided to facilitate discussion of student work; the facilitator will need to make a copy of this and be ready to share the link with participants as noted in the deck.
 - Text that can be readily pasted (marked with “—”) into a video call chat feature is included when participants need to reference the handout.
 - There are placeholders for handout links to be shared with participants in the notes field of selected slides; the facilitator will need to add a link to the handout where indicated by “[insert link].”

M201 Overview

XQ Badge Project PL Series Baseline Session

Month XX, XXXX

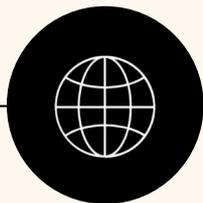


Welcome!

Community Builder:

Write your 6 word math
story. Get ready to share!

Outcomes and Agenda



Participants will be able to:

- Explain the content and practice expectations for the M201 badge
- Analyze tasks through the lenses of (1) content and practice expectations and (2) learning principles
- Analyze student work for evidence of learning

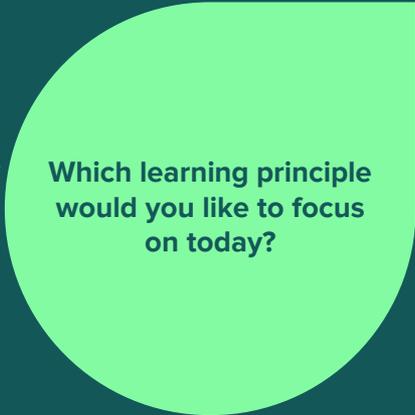


Agenda:

- Exploring the Content
- Task 1: Expectations and Learning Principles
- Task 1: Student Work
- Task 2: Expectations and Learning Principles
- Task 2: Student Work
- Closing

Learning Principles

1. Engage with cognitively demanding tasks in heterogeneous settings.
2. Engage in social activities.
3. Build conceptual understanding through reasoning.
4. Have agency in their learning.
5. View mathematics as a human endeavor across centuries.
6. See mathematics as relevant.
7. Employ technology as a tool for problem-solving and understanding.



**Which learning principle
would you like to focus
on today?**

01

Exploring the Content

What comes to mind?
What knowledge and skills
should students learn to
earn this badge?



Come off mute
or put your
thoughts in the
chat!

What's the Story of these Standards?

Selected Common Core Standards for Mathematics High School – Functions

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

**How would you synthesize these?
What are the key takeaways
for students?**

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Share your thinking!

M201 Content and Practice Expectations (CPE)

201.a	Understand the concept of a function and use function notation.
201.b	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
201.c	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
201.d	Build new functions from existing functions.
201.e	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
201.f	Build a function that models a relationship between two quantities.

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**What
resonates with
you?**

M201 Content and Practice Expectations and Indicators

Content and Practice Expectations	Indicators Choose an artifact where you...
201.a: Understand the concept of a function and use function notation.	i. demonstrate understanding of the following language of functions: If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
	ii. recognize that sequences are functions, sometimes defined recursively, and their domain is a subset of the integers.
201.b: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	i. graph linear and quadratic functions and show intercepts, maxima, and minima.
	ii. graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
	iii. graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
	iv. graph exponential functions showing intercepts and end behavior.



What new
insights do you
have?

Let's Investigate

Choose at least one task to explore:

- Graphs of Power Functions
- Transforming the Graph of a Function

Which content and practice expectations are evident in each one?

Let's Investigate

Choose at least one task to explore:

- Graphs of Power Functions
- Transforming the Graph of a Function

Which content and practice expectations are evident in each one?

Come off mute
or put your
thoughts in the
chat! What did
you find?

What's the Same?

What's Different?

1. How do these content and practice expectations align to ways you've taught this topic before?
2. How are they different?

**Come off mute
or put your
thoughts in the
chat!**

Inequity Is our Reality

“And by 2018, problems with the pipeline through math courses and tests were persisting. Despite the implementation of new state standards and tests, just 31 percent of students were meeting or exceeding standards in math, compared with 56 percent in English.” (Daro & Asturias, 2019)

Source: <https://justequations.org/resource/branching-out-designing-high-school-math-pathways-for-equity>

We Must Lead the Movement

How can this approach give space for what math can be?

Is math...?

- About getting one right answer, the teacher's way
- Irrelevant
- About doing procedures
- Independent work
- Something my teacher made up
- Formulaic

Or could be math...?

- About using multiple strategies flexibly
- Connected to the real-world in ways that make sense
- About understanding and applying
- Collaborative work
- Lived across continents and centuries
- Novel, challenging problems

02

Task 1: Expectations and Learning Principles

Let's Do Some Math!

Part A: Speeding in Massachusetts

A speeding ticket fine in Massachusetts is \$100 for any speed up to 10 miles above the posted speed limit. The fine increases by \$10 for each additional mile an hour after the first 10.

[Source: [Speeding Ticket FAQs | Massachusetts Speeding Ticket Lawyer](#)]

1. Create a graph of this situation where the number of miles over the posted speed limit is on the horizontal axis and the cost of the ticket is on the vertical axis.
 - a. Does this graph represent a function?
 - b. What domain and range are reasonable for this function? How do you see these in the graph?
2. Suppose the posted speed limit is 65 miles per hour. Create a "formula" that takes the driver's speed at the time of incident in that zone and generates the cost of the driver's speeding ticket.
 - a. Explain how the formula you created works. What is the input? What is the output?
 - b. Define any variables you use and illustrate how the formula(s) work.

Do the task as a student would. Jot down any reflections that you have as you do the math!

Content and Practice Expectations

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Content and Practice Expectations

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201.f: Build a function that models a relationship between two quantities.

Learning Principles

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Which of these principles does this task lend itself to? Which ones can the task be easily adapted to accommodate?

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**Share what
you came up
with!**

03

Task 1: Student Work

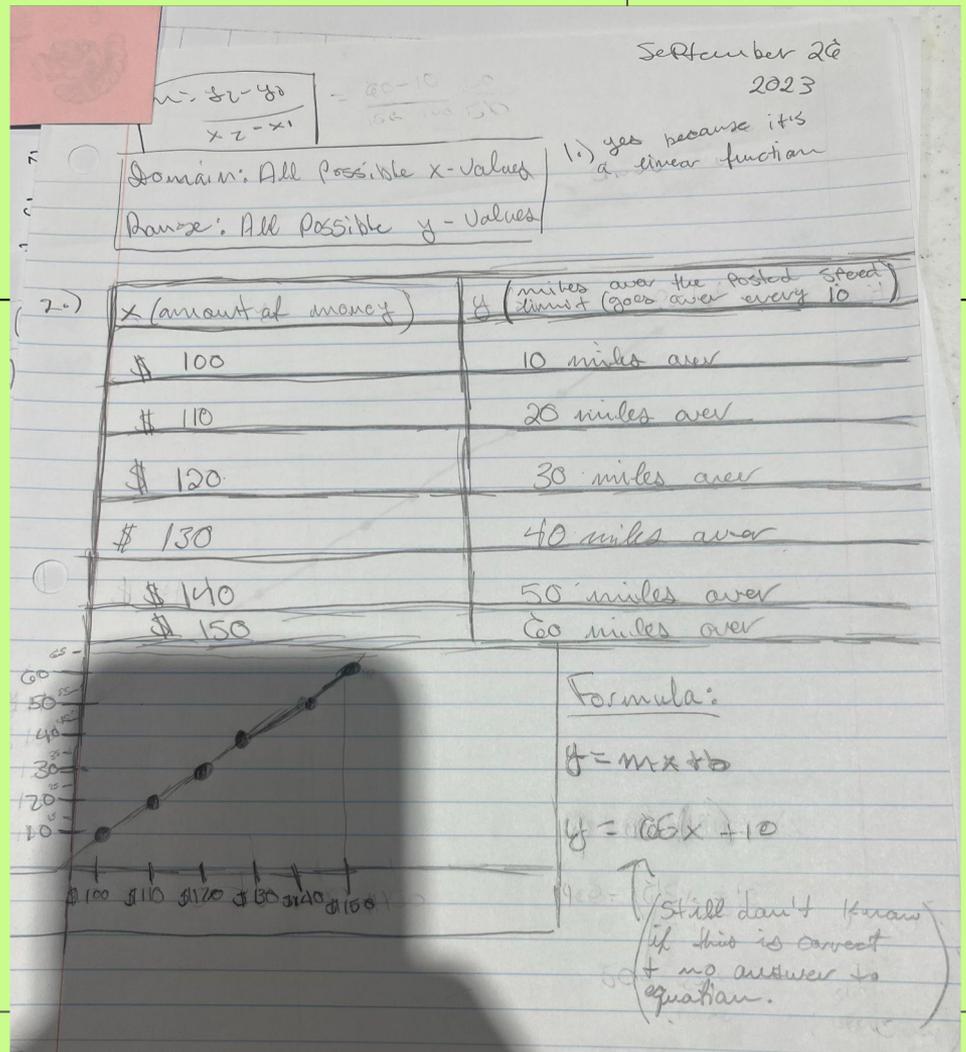
What is the impact of our labels?

“The development of mathematical understanding over the course of human history and for students in classrooms today relies on diverse and multidimensional ways of thinking, learning, and knowing (Boaler & Staples, 2008; Joseph, 2011). Ability labels obscure and distort this fact, compressing mathematical ability into a single linear scale. For example, a student may be fast and accurate with arithmetic computations but struggle to explain their reasoning. Teachers may label such a student “high” or “advanced” because the predominant culture privileges quick computation as an indicator of mathematical ability. But this label omits many important facets of the student’s current strengths and learning needs.” –National Council of Teachers of Mathematics

Round 1: What do you notice?

Jot down

- One thing you notice about each piece of student work.

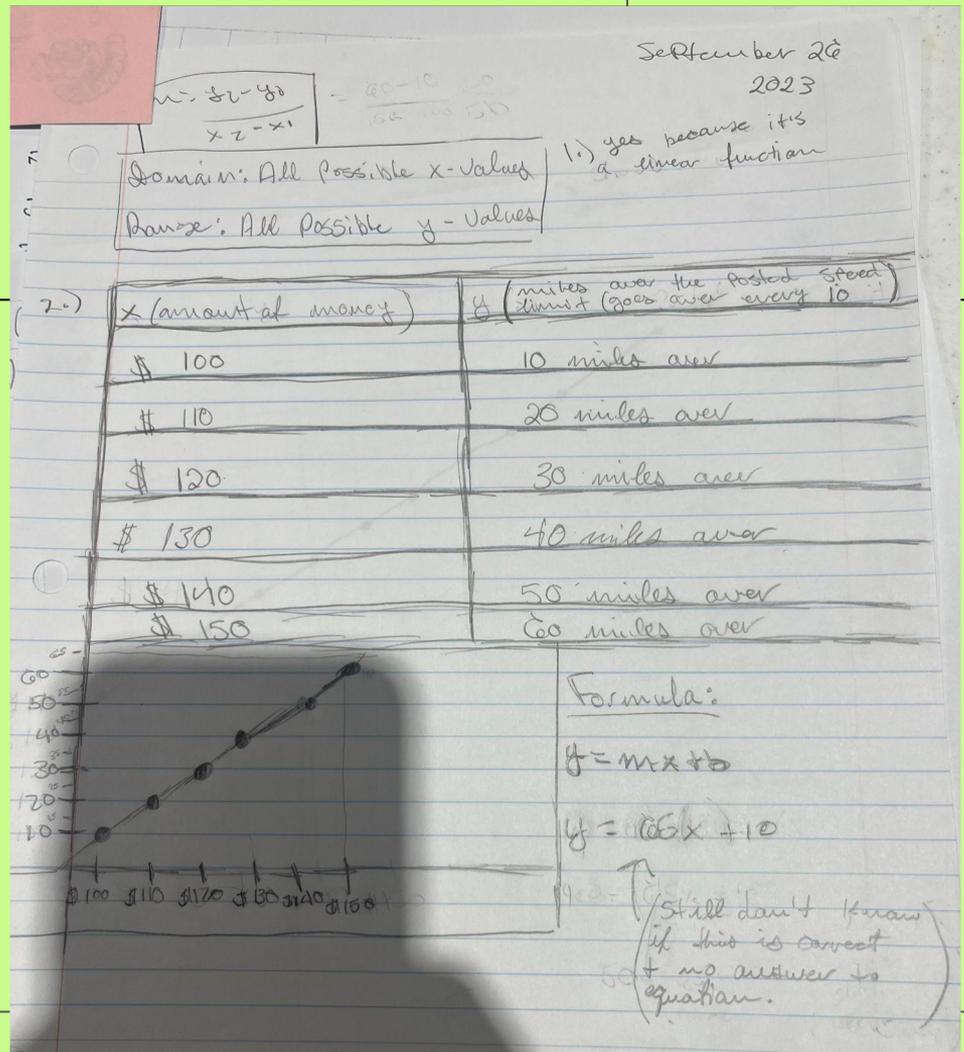


Round 1: What do you notice?

Jot down

- One thing you notice about each piece of student work.

Come off mute and share what you saw!



Criteria for Success

Conference and Provide Revision Support	Accept with Revision	Accept
<p>The student's artifact shows an emerging understanding of the expectations of the indicator(s). After conferencing and additional instruction/learning, the student may provide a revised or different artifact as evidence of the indicator(s).</p>	<p>The student's artifact is approaching a full understanding of the expectations of the indicator(s). The artifact may contain execution errors that should be corrected in revision. The student may revise the selected artifact or submit a different artifact.</p>	<p>The student's artifact demonstrates evidence that they have met the expectations of the indicator(s).</p>

What resonates with you? What questions surface for you?

Humanizing Assessment

“Intellect or knowledge is what we learn or understand about various topics, concepts, and paradigms. It is the understanding, enhancement, and exercising of mental powers and capacities that allow one to better understand and critique the world.” (Muhammad & Love, 2021, p. 102)

Source: Muhammad, G., Love, B. L., & Scholastic Inc.,. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy.

Round 2: What evidence of learning is there?

201.f: Build a function that models a relationship between two quantities.

Let's examine some work together:

Conference and Provide Revision Support

The student's artifact shows evidence of an emerging understanding of the expectations of the indicator(s). After conferencing and additional instruction/learning, the student may provide a revised or different artifact as evidence of the indicator(s).

Accept with Revision

The student's artifact shows evidence of approaching a full understanding of the expectations of the indicator(s). The artifact may contain execution errors that should be corrected in revision. The student may revise the selected artifact or submit a different artifact.

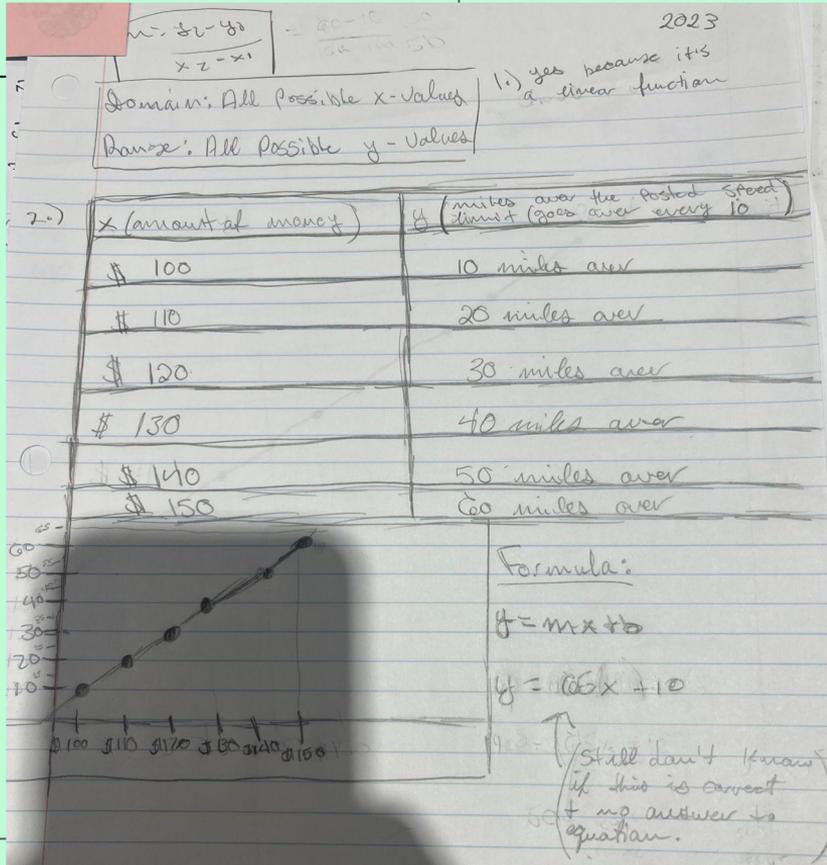
Accept

The student's artifact demonstrates evidence that they have met the expectations of the indicator(s).

Examining Student Work

The image shows a digital workspace for reviewing student work. At the top, there are three buttons: "Conference and Provide Revision Support", "Accept with Revision", and "Accept". On the left is a vertical toolbar with icons for drawing, erasing, pointing, Jamboard, image insertion, lasso selection, text insertion, and a zoom tool. The "Jamboard" icon, which looks like a document with a pencil, is circled in green, and a large green arrow points from a callout box to it. The callout box is a dark green rounded rectangle containing the text "Put your thoughts on the Jamboard!". In the bottom right corner, there is a circular label that says "Work Sample 1".

Example #1



Let's compare notes.

Example #2

Part A: Speeding in Massachusetts

A speeding ticket fine in Massachusetts is \$100 for any speed up to 10 miles above the posted speed limit. The fine increases by \$10 for each additional mile an hour after the first 10.

- Create a graph of this situation where the number of miles over the posted speed limit is on the horizontal axis and the cost of the ticket is on the vertical axis.
- Does this graph represent a function?
- What domain and range are reasonable for this function? How do you see these in the graph?

Domain: $[0, 80]$
 Range: $(0, 800]$

I believe it is reasonable because domain represents X which is amount of miles over and I really hope we don't have people going over 80 more miles above posted speed limit. The range is reasonable since I said the domain ends at 80 then the cost shouldn't exceed $80 \cdot 10 = 800$ dollars.

Number of miles over posted speed (x)	Cost of Ticket (y)
0	100
1	110
2	120
3	130
4	140
5	150
6	160
7	170

2. Suppose the posted speed limit is 65 miles per hour. Create a "formula" that takes the driver's speed at the time of incident in that zone and generates the cost of the driver's speeding ticket.

$F = \text{Fine}$
 $F = X(10) + 100$

My formula works because it has the \$100 ticket speeding fee then it's adding $X \cdot 10$ with X being the amount it was so it gets multiplied for the additional miles over.

- Explain how the formula you created works. What is the input? What is the output?
- Define any variables you use and illustrate how the formula(s) work.

$X = \text{Number of miles over speed}$

Let's compare notes.

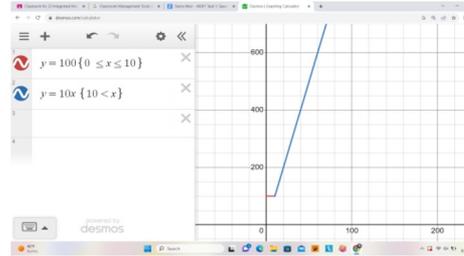
Example #3

Part A: Speeding in Massachusetts

A speeding ticket fine in Massachusetts is \$100 for any speed up to 10 miles above the posted speed limit. The fine increases by \$10 for each additional mile an hour after the first 10.

[Source: [Speeding Ticket FAQs | Massachusetts Speeding Ticket Lawyer](#)]

1. Create a graph of this situation where the number of miles over the posted speed limit is on the horizontal axis and the cost of the ticket is on the vertical axis.
 - a. Does this graph represent a function?



Yes, this graph is a function because it doesn't repeat two numbers.

- b. What domain and range are reasonable for this function? How do you see these on a graph?

The domain is 0 to 200 mph over the speed limit, range is \$100 to \$2000

The posted speed limit is 65 miles per hour. Create a "formula" that takes the

...ed at the time of incident in that zone and generates the cost of the driver's ticket.

... cost is zero

... the cost is 100

... the cost is $100 + 10x$

Let's compare notes.

- a. Explain how the formula you created works. What is the input? What is the output?

Input- the in number

output - the out number

- b. Define any variables you use and illustrate how the formula(s) work.

A variable is something that can be changed or adapted, or vary.

Part B: Speeding in New York

Fines for speeding vary from state to state. In New York, speeding penalties are determined as follows:

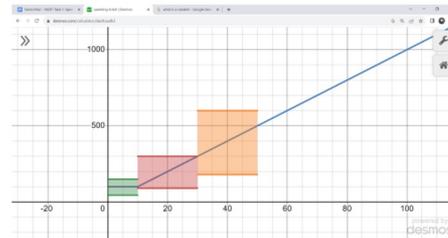
Penalties for Speeding

Speed	Minimum Fine	Maximum Fine	Possible prison time
up to 10 mph over	\$45	\$150	not more than 15 days
more than 10 mph over - less than 30 mph over	\$90	\$300	not more than 30 days
more than 30 mph over	\$180	\$600	not more than 30 days
Inappropriate speed	\$45	\$150	not more than 15 days

Source: [Penalties for Speeding | Governor's Traffic Safety Committee](#)

1. Create a graph of this situation that illustrates the relationship between quantities.

- a. What is interesting about your graph?



- b. What do some of the interesting features of the graph mean relative to the context?

The ranges of the speeding tickets

2. How does New York's Speeding Penalty system compare to Massachusetts' system?
 - a. What are your thoughts about this?

There isn't as big of a fee as in New York, because it is harder to speed because of all the traffic.

Part C: Extending the learning

Learn about your state's or another state's or another state's system for determining speeding penalties.

- a. Is it possible to represent the system graphically? Using a formula of some sort? Why or why not?

Yes, you can go 15 over while passing but besides that it goes up.

- b. How does your state's system compare to the systems in New York and Massachusetts?

It doesn't really have a number of how much you pay for comparison

- c. What are your thoughts on this?

2. I'm going to be honest I don't really know, because the state of Idaho isn't super clear on anything.

Three Key Components of the Math Badging System

- Content and Practice Expectations
- Learning Principles
- Criteria for Success

Which one excites you the most?

What one will have the greatest impact on students?

What questions surface for you?



**Come off
mute or share in
the chat!**

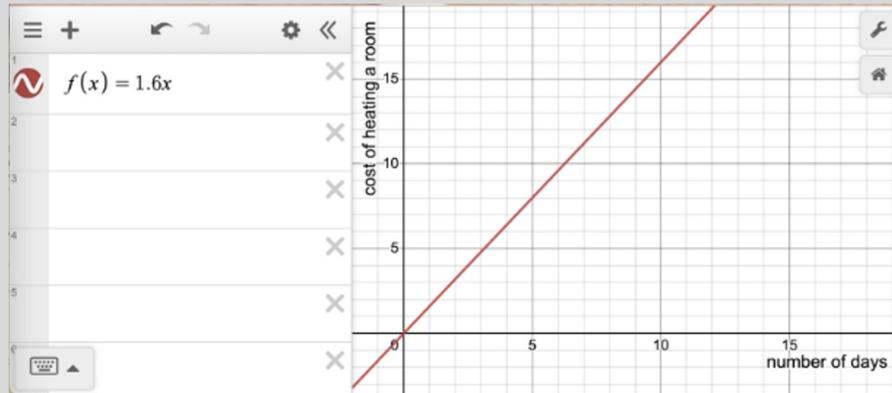
04

Task 2: Expectations and Learning Principles

Let's Do Some Math!

During the winter months, some schools shut down due to extreme cold conditions and the schools' inability to adequately heat their buildings. According to the Capital Gazette and Bloomberg, the Baltimore City Public School System experienced this over the course of two winters in 2017 and 2018. In an effort to help, one college student started a [GoFundMe campaign](#) to purchase space heaters, raising about \$84,000. One high school student reported near freezing temperatures of 50°F at the start of the day. With the use of a space heater, the classroom temperatures increased to 65°F . In Maryland, the estimated cost to run a heater is about \$0.20 per hour.

- a. Examine the image below or explore the actual graph at <https://www.desmos.com/calculator/nts1vbqvgf>
- How would you describe the relationship between the input and the output?
 - What does this relationship tell you about the costs of heating a room? How do the variables, slope of the line, and the equation of the function capture that relationship?
 - If a school has set up 40 classrooms each with a space heater, how would the function between the number of days and the cost of heating change? How does this impact the graph of the function? How does it impact the equation?

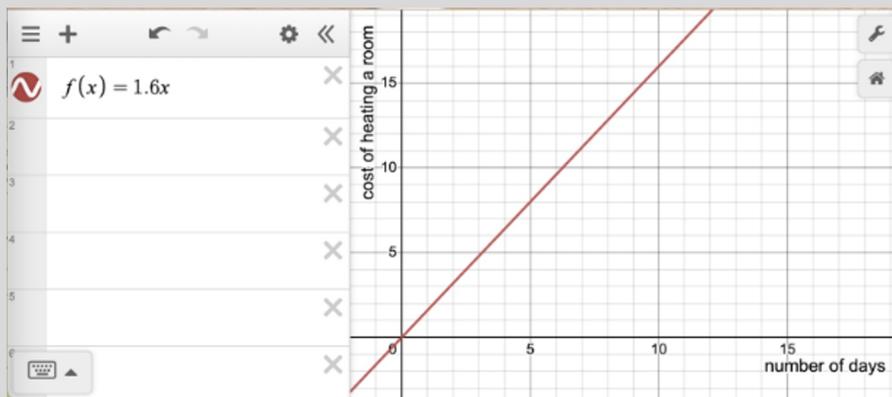


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Content and Practice Expectations

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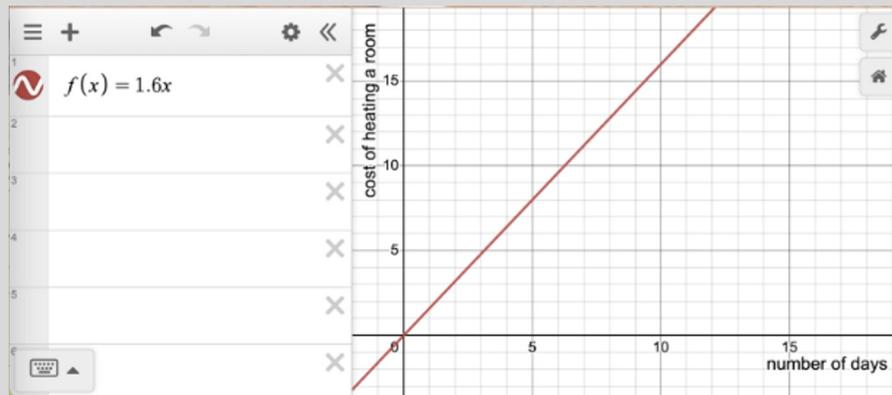


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Content and Practice Expectations

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201.d: Build new functions from existing functions.

Learning Principles

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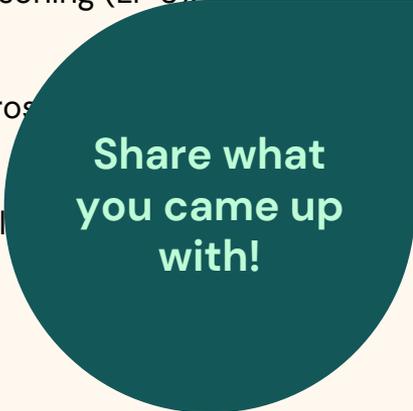
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**Share what
you came up
with!**

05

Task 2: Student Work

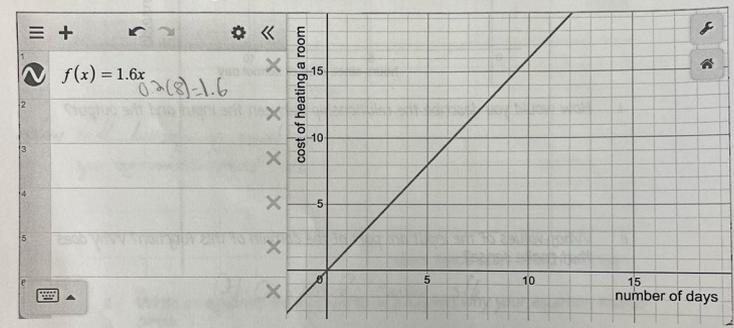
Round 1: What do you notice?

During the winter months, some schools shut down due to extreme cold conditions and the schools' inability to adequately heat their buildings. According to the Capital Gazette and Bloomberg, the Baltimore City Public School System experienced this over the course of two winters in 2017 and 2018. In an effort to help, one college student started a GoFundMe campaign to purchase space heaters, raising about \$84,000. One high school student reported near freezing temperatures of 50°F at the start of the day. With the use of a space heater, the classroom temperatures increased to 65°F . In Maryland, the estimated cost to run a heater is about \$0.20 per hour.

a. Examine the Image below

Jot down

- One thing you notice about each piece of student work.



- I. How would you describe the relationship between the input and the output?
 "for each day it will cost 1.6."
 - days go up, cost goes up
 number of days → cost
- II. What does this relationship tell you about the costs of heating a room? How do the variables, slope of the line, and the equation of the function capture that relationship?
 It cost 1.6 each day to heat the rooms
 $\text{slope} = y = 1.6x$
- III. If a school has set up 40 classrooms each with a space heater, how would the function between the number of days and the cost of heating change? How does this impact the graph of the function? How does it impact the equation?
 I price will go up a lot.
 as days go up cost goes up.

Round 1: What do you notice?

Jot down

- One thing you notice about each piece of student work.

Come off mute and share what you saw!

School Heating

During the winter months, some schools shut down due to extreme cold conditions and the schools' inability to adequately heat their buildings. According to the Capital Gazette and Bloomberg, the Baltimore City Public School System experienced this over the course of two winters in 2017 and 2018. In an effort to help, one college student started a GoFundMe campaign to purchase space heaters, raising about \$84,000. One high school student reported near freezing temperatures of 50°F at the start of the day. With the use of a space heater, the classroom temperatures increased to 65°F . In Maryland, the estimated cost to run a heater is about \$0.20 per hour.

a. Examine the Image below

number of days (x)	cost of heating a room (y)
0	0
1	1.6
2	3.2
3	4.8
4	6.4
5	8.0
6	9.6
7	11.2
8	12.8
9	14.4
10	16.0

I. How would you describe the relationship between the input and the output?
for each day it will cost 1.6. *number of days* *cost*
days go up, cost goes up

II. What does this relationship tell you about the costs of heating a room? How do the variables, slope of the line, and the equation of the function capture that relationship?
It cost 1.6 each day to heat the rooms
slope = $y = 1.6x$

III. If a school has set up 40 classrooms each with a space heater, how would the function between the number of days and the cost of heating change? How does this impact the graph of the function? How does it impact the equation?
I price will go up a lot.
as days go up cost goes up.

Round 2: What evidence of learning is there?

201.d: Build new functions from existing functions.

Let's examine some work together:

Conference and Provide Revision Support

The student's artifact shows evidence of an emerging understanding of the expectations of the indicator(s). After conferencing and additional instruction/learning, the student may provide a revised or different artifact as evidence of the indicator(s).

Accept with Revision

The student's artifact shows evidence of approaching a full understanding of the expectations of the indicator(s). The artifact may contain execution errors that should be corrected in revision. The student may revise the selected artifact or submit a different artifact.

Accept

The student's artifact demonstrates evidence that they have met the expectations of the indicator(s).

Examining Student Work

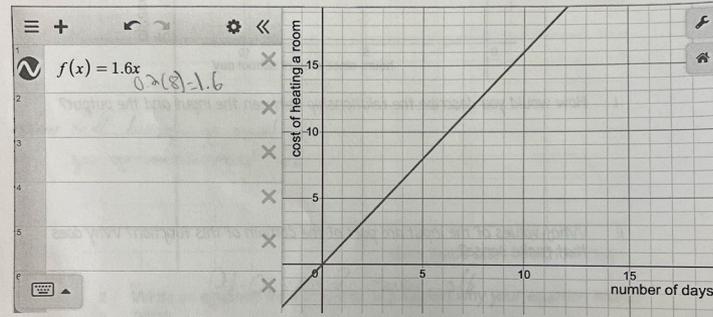
The image shows a digital workspace interface for reviewing student work. At the top, there are three tabs: "Conference and Provide Revision Support", "Accept with Revision", and "Accept". On the left side, there is a vertical toolbar with several icons: a pencil, an eraser, a mouse cursor, a document icon (highlighted with a red circle and a red arrow), a photo icon, a circle icon, a text box icon, and a scissors icon. In the center of the workspace, a large red callout bubble contains the text "Put your thoughts on the Jamboard!". In the bottom right corner, there is a red circular badge with the text "Work Sample 1".

Example #1

School Heating

During the winter months, some schools shut down due to extreme cold conditions and the schools' inability to adequately heat their buildings. According to the Capital Gazette and Bloomberg, the Baltimore City Public School System experienced this over the course of two winters in 2017 and 2018. In an effort to help, one college student started a [GoFundMe campaign](#) to purchase space heaters, raising about \$84,000. One high school student reported near freezing temperatures of 50°F at the start of the day. With the use of a space heater, the classroom temperatures increased to 65°F . In Maryland, the estimated cost to run a heater is about \$0.20 per hour.

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Let's norm our feedback

Example #2

- a1. linear
- a2. The costs grow slowly but increasingly more expensive. This is shown with the line only going up linearly and taking decreasing of the input and output's values.
- a3. The line would be aligned different and the elevation would be bigger because of the number of classrooms.
- b1. The line starts at 50° pipes beginning at one hour and stopping when it reaches 7 hours and 65° and ends right before it crosses 10 hours.
- b2. The values would be 50, 55, 60, and 65 because the line only stays in those values.
- b3. The longer the space heater is on, the more the heat it gives off rises.

Let's norm our feedback

questions within your group. After your group is done discussing, each group needs to share a quick summary of your discussion.

1. Would the temperature of the school effect your learning?
Yes, because; considering students have a set schedule for each class (and when school starts and ends) a student shouldn't be sitting in a classroom were its either too hot or too cold (also considering that students could get sick under either condition) ^{which would cause under attendance}
It would be cause; much like students, teachers can't really focus on teaching under such conditions (also much like students, teachers can get sick too. which would cause under attendance of teachers as well)
3. What should the main priorities of a school be?
The main priority of the school should be to fix the HVAC system (air conditioning, heating) in order to provide a healthy learning + working environment
4. List some of the costs discussed in the article.
• 2.8 billion in an entire upgrade on the system
• 1.4 million dollar study to produce a long term plan ^{also would cost}
5. Are ^{there} their costs that are not listed that would have to be considered?
Yes and that would be the millions of dollars in boiler repairs, window upgrades and other critical work on the school would have to be considered
6. What is the difference between a long-term and a short-term solution? Are space heaters a long-term or short-term solution? Explain.

They are a short term because; some are required to be plugged into a wall and if the electricity goes out then it's not going to be able power them. And even if some weren't required to be plugged in, there's only so much that they can do that they can only be used for a short term amount of time (short term solutions can fix situations for a little bit but not permanently) whereas long term solutions are more likely to be permanent

Example #3

...an effort to help, one college student started a GoFundMe campaign to purchase space heaters, the Baltimore of the day. With the use of space heaters, the classroom temperatures increased to 65°F. In Maryland, the estimated cost to run a heater is about \$0.20 per hour.

2. Examine the image.

B. NOTICE: How would you describe the relationship between the input and the output?
The input is with every hour added the output is .20 times the input (i.e. $.20(x)$)

C. DESCRIBE: What does this relationship tell you about the costs of heating a room?
The cost of heating rooms varies depending how long they are heated

MAKING CONNECTIONS: How do the variables, slope of the line, and the equation of the function capture the relationship? The slope represents the changes of the variables that is 0.20 in the equation

APPLYING: If a school has set up 40 classrooms with a space heater, how would the function between the number of days and the cost of heating change?
would multiply the cost by 40 because with 40 classrooms there would be 40 space heaters

MAKING CONNECTIONS: How does this impact the graph of the function?
graph will increase

MAKING CONNECTIONS: How does this impact the equation?
equation will turn into $1.6x(40)$ to make it add up to the 40 space heaters

Let's norm our feedback

Consider the following graph of $y=g(x)$.

NOTICE: How would you describe the relationship between the input and the output?
The relationship between the input & output vary depending on how the input values are changed the corresponding output \leq

DESCRIBE: What values of the input are part of the domain of this function? Why does that make sense? The domain of this specific function would be 10 since the graph starts off at 10 hrs since the start of school. It stops there since the output value is 1.60 and then goes down a student goes to school every day city the bus starts.

MAKING CONNECTIONS: What does the relationship represented below tell us about how a space heater works to warm a room? The space heater takes 10 hrs to make the room about 15° more warmer, giving an average 1.5° rise per hour.

Different Representation: Write an equation for h in terms of g .
 $h = 3(1.5)$

Your Words: Explain why your equation makes sense. My equation makes sense because g represents the hours that will make the temperature rise at an average 1.5° warmer per hour.

DECISION TIME: How will the school leadership team's decision to start heating rooms earlier impact their cost for heating the school?
It will add \$128 dollars to the bill to heat the classrooms for 10 hours
 $1.60 \times 10 = 16$
 $1.60 \times 2 = 3.20$
 $3.20 \times 40 = 128$

Given the conditions, the school leadership team decides to have administrators who are already in the building two hours before the start time preheat all the classrooms and keep the heaters running until the end of the school day.

VISUALIZE: Sketch a graph of the new function h , which gives the temperature in the school as a function of time.

Let's Hear Some Reflections

What kinds of support will students need to demonstrate evidence of learning?

Has your thinking changed at all on how to implement this task? If so, how?

**Come off
mute or share in
the chat!**

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Closing

What Are Your Takeaways?

Choose one question to respond to:

1. Which content and practice expectation are you most excited about? Why?
2. Which learning principle are you most excited about connecting to M201 content? Why?
3. What impact do you think using a portfolio system will have on your students? Why?