

Mr. Zeihen: RMHS Room 605

Getting To Know The Textbook: We are using Carnegie’s Integrated Math I consumable textbook. This means that students will engage in the material by tearing out and working on written activities and by working online using Mathia. The book is broken down into 5 modules. Each lesson will typically have a warm up, multiple activities, and then a homework section. Mathia this year will also have 5 modules that align directly to the modules in our textbook.

Welcome To Standard Based Grading: This means the student will be judged highly on the level of mastery they achieve on each essential outcome. An essential outcome is a learning goal or skill that the student needs to master in order to be successful in the next level of mathematics.

Each essential outcome will be judged on assessments with mastery levels at a 5, 4, 3, 2, 1, or 0 as defined below:

5	Advanced Master
4	Mastery
3	Basic Mastery
2	Heading Towards Mastery
1	No master
0	No honest attempt to show mastery level

Instead of the gradebook being broken into sections like quizzes, tests, class participation, homework, etc. It will consist of the essential outcomes/standards with percentages based on the importance of those essential outcomes. Assignments will be broken into your Mathia Workspace scores, classwork, projects or other explorations that will help you prepare for that particular standard. Retakes will be allowed based partly on the completion of your assignments at a high percentage. To earn further retakes on an essential skill, the student may be required to complete other work.

Some students can master skills by doing less, while others need to do everything to wrap their brain around a concept.

Please note that the percentages for each essential outcome are best estimate and may be modified to take into account the actual pacing of the class to best meet the needs of my students.

Why Standards Based Grading: In the simplest of answers, because it is best for students. Instead of getting credit based on effort, students earn grades based on how well they have mastered an essential outcome. If students do not like their grade, they can look at what essential outcomes they have not mastered and take advantage of a retake to raise that mastery in the future. This type of grading not only holds students accountable for what they know, but changes the conversation from “How can I raise my grade?” to “I see that I am having problems mastering this essential outcome, can you please help me understand so that I can improve my mastery level?” Conversations like these will help students take ownership of their own learning and better facilitate communication between students, parents, and myself in regards to content areas of strength and weakness.

Standards Grade Break Down: “*These are approximate weights and are subject to change*”

Standard	Code	Approximate Percentage
Number and Quantity	N.Q	10
Seeing Structure in Expressions	A.SSE	5
Creating Equations and Describe	A.CED	10
Reasoning with Equations and Inequalities	A.REI	15
Interpreting Functions	F.IF	15
Building Functions	F.BF	10
Linear and Exponential	F.LE	5
Geometric Properties with Equations	G.GPE	10
Interpreting Data	S.ID	5
	Multi Standards	15
	Total	100