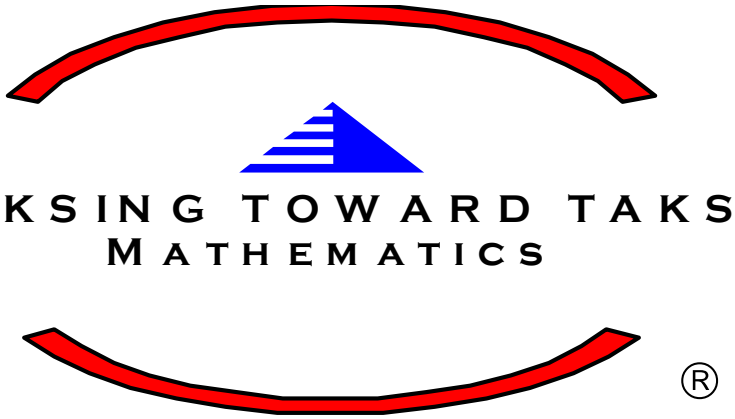

MATHEMATICS

Class Profile

Grade 10

Teacher _____

Class _____

GRADE 10 MATHEMATICS PROFILE BOOKLETS

AUTHORS' VISION FOR IMPLEMENTATION

CLASS PROFILE BOOKLET:

- Teachers record in a Class Profile Booklet for each class.
- Suggestion for recording class data:
  Record + if class data demonstrates mastery
  Record – if class data demonstrates improvement needed
- Record + based on the following:
  August/September – Record + if 50% or higher of class demonstrates mastery
  October – Record + if 60% or higher of class demonstrates mastery
  November – Record + if 70% or higher of class demonstrates mastery
  December – Record + if 80% or higher of class demonstrates mastery
  January-May – Record + if 90% or higher of class demonstrates mastery
- Periodically highlight all + in "green" for "GOT IT" and highlight all – in "hot pink" for "NEEDS IMPROVEMENT"

Begin glancing over each Class Profile booklet by TEKS to identify areas of strength and weakness. Use this data to make instructional decisions regarding focus for instructional time by class.

STUDENT PROFILE BOOKLET:

- Each student records in an individual Student Profile Booklet – teachers do not record in Student Profiles.
- Suggestion for recording data:
  Record + if mastery is demonstrated
  Record – if improvement is needed
- Record +/– based on the following:
  Record + if answer is correct
  Record – if answer is incorrect
- Periodically highlight all + in "green" for "GOT IT" and highlight all – in "hot pink" for "NEEDS IMPROVEMENT"
- Student – Periodically glance over Student Profile booklet to identify areas of strength and weakness
- Teacher – Periodically glance over each Student Profile booklet by TEKS to identify areas of individual strength and weakness. Use this data to make instructional decisions regarding focus for individualized tutorial time.

GRADE 10 TEKSING TOWARD TAKS MATHEMATICS CLASS PROFILE

OBJ	TEKS	STUDENT EXPECTATION	CLASS PERFORMANCE									
1	A.1A	Describe independent and dependent quantities in functional relationships										
1	A.1B	[Gather and record data, or] use data sets, to determine functional (systematic) relationships between quantities										
1	A.1C	Describe functional relationships for given problem situations and write equations to answer questions from the situations										
1	A.1C	Describe functional relationships for given problem situations and write inequalities to answer questions arising from problem situations										
1	A.1D	Represent relationships among quantities using [concrete] models										
1	A.1D	Represent relationships among quantities using tables										
1	A.1D	Represent relationships among quantities using graphs										
1	A.1D	Represent relationships among quantities using diagrams										
1	A.1D	Represent relationships among quantities using verbal descriptions										
1	A.1D	Represent relationships among quantities using equations										
1	A.1D	Represent relationships among quantities using inequalities										
1	A.1E	Interpret and make decisions, predictions, and critical judgments from functional relationships										
2	A.2A	Identify [and sketch] the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions										
2	A.2B	Identify the mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete.										
2	A.2C	Interpret situations in terms of given graphs [or create situations that fit given graphs]										
2	A.2D	In solving problems, [collect and] organize data, [make and] interpret scatter plots (including recognizing positive, negative or no correlation for data approximating linear situations, and model, predict, and make decisions and critical judgments in problem situations										
2	A.3A	Use symbols to represent unknowns and variables										
2	A.3B	Look for patterns and represent generalizations algebraically										
2	A.4A	Find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations										
2	A.4B	Use the commutative, associative, and distributive properties to simplify algebraic expressions										
2	A.4C	Connect equation notation with function notation										
3	A.5A	Determine whether or not given situations can be represented by linear functions										

TEKSING TOWARD TAKS
MATHEMATICS

®

MATHEMATICS

Student Profile

Grade 10

Student _____

Teacher _____

GRADE 10 TEKSING TOWARD TAKS MATHEMATICS STUDENT PROFILE

OBJ	TEKS	STUDENT EXPECTATION	CLASS PERFORMANCE									
1	A.1A	Describe independent and dependent quantities in functional relationships										
1	A.1B	[Gather and record data, or] use data sets, to determine functional (systematic) relationships between quantities										
1	A.1C	Describe functional relationships for given problem situations and write equations to answer questions from the situations										
1	A.1C	Describe functional relationships for given problem situations and write inequalities to answer questions arising from problem situations										
1	A.1D	Represent relationships among quantities using [concrete] models										
1	A.1D	Represent relationships among quantities using tables										
1	A.1D	Represent relationships among quantities using graphs										
1	A.1D	Represent relationships among quantities using diagrams										
1	A.1D	Represent relationships among quantities using verbal descriptions										
1	A.1D	Represent relationships among quantities using equations										
1	A.1D	Represent relationships among quantities using inequalities										
1	A.1E	Interpret and make decisions, predictions, and critical judgments from functional relationships										
2	A.2A	Identify [and sketch] the general forms of linear ($y = x$) and quadratic ($y = x^2$) parent functions										
2	A.2B	Identify the mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete.										
2	A.2C	Interpret situations in terms of given graphs [or create situations that fit given graphs]										
2	A.2D	In solving problems, [collect and] organize data, [make and] interpret scatter plots (including recognizing positive, negative or no correlation for data approximating linear situations, and model, predict, and make decisions and critical judgments in problem situations										
2	A.3A	Use symbols to represent unknowns and variables										
2	A.3B	Look for patterns and represent generalizations algebraically										
2	A.4A	Find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations										
2	A.4B	Use the commutative, associative, and distributive properties to simplify algebraic expressions										
2	A.4C	Connect equation notation with function notation										
3	A.5A	Determine whether or not given situations can be represented by linear functions										