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| **PERFORMANCE MEASURE**  **TASK FRAMEWORK TEMPLATE**  This template is used to organize performance tasks used in the SLO process. |

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| **Performance Measure** | | | | | |
| **a.** | **Performance Measure Name** | Algebra I District End-of-Year Constructed Response Assessment | | | |
| **SLO Alignment** | | | | | |
| **b.** | **Class/Course Title** | Algebra I | **c.** | **Grade(s)/ Level** | 9-10 |
| **d.** | **PA Standards** | Pennsylvania Core Standards – Mathematics: CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.2.HS.D.1, CC.2.2.HS.D.2, CC.2.2.HS.D.3, CC.2.2.HS.D.5, CC.2.2.HS.D.6, CC.2.2.HS.D.9 | | | |
| **e.** | **Performance Measure Purpose** | End-of-course assessment for Algebra I course | | | |

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| 1. **Administration (Teacher)** | | |
| **1a.** | **Administration Frequency** | 1 time at the end of the course |
| **1b.** | **Unique Task Adaptations/**  **Accommodations** | Adaptations will be developed based on an IEP or specified district policies (e.g., ELLs can have items read aloud and will be allowed access to translation dictionaries |
| **1c.** | **Resources/**  **Equipment** | 1 copy of the assessment for each student; 1 copy of the scoring guidelines and formula sheet for each student |

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| 1. **Process (Student)** | | |
| **2a.** | **Task Scenarios** | Student completes the 4 constructed-response questions during one class period (minimum 45 minutes suggested). An Algebra I General Scoring Guidelines document is provided to the student prior to beginning the assessment. |
| **2b.** | **Process Steps** | Student completes the assessment with access to the Algebra I General Scoring Guidelines document and the Algebra I Formula Sheet. Additional support materials, such as a calculator and scratch/grid paper, may also be provided. |
| **2c.** | **Requirements** | The student completes the assessment to the best of their ability. |
| **2d.** | **Products** | The student turns in the assessment forms and any used scratch/grid paper to the teacher. |

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| 1. **Scoring (Teacher)** | | |
| **3a.** | **Scoring Tools** | Item-specific rubric with exemplars |

1. A1.1.1 Operations with Real Numbers and Expressions

**Specific Eligible Content Addressed by this Item:**

A1.1.1.5.1 – Add, subtract, and/or multiply polynomial expressions (express answers in simplest form).

A1.1.1.5.2 – Factor algebraic expressions, including a difference of squares and trinomials.

**Part A:** h2 + 6h OR equivalent (1 point for correct expression)

**Part B:** h2 + 8h + 7 OR equivalent (1 point for correct expression)

**Part C:**

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| Answer | Explanation (necessary elements of the explanation are shown in italics) |  |
| 1 foot | To do this problem, I *factored h2 + 10h + 16 into (h + 2) (h + 8)* to find the width and height of the mural with its border. The *new height is h + 2*, which is 2 feet more than the height of the mural. The *new border must add a total of 2 feet, 1 foot on each side*. |  |

(1 point for correct answer; 1 point for correct and complete work and explanation)

1. A1.1.2 Linear Functions

**Specific Eligible Content Addressed by this Item:**

A1.1.2.1.1 – Write, solve, and/or apply a linear equation (including problem situations).

A1.1.2.1.3 – Interpret solutions in the context of the problem situation (linear equations only).

**Part A:** y = 1.25x + 0.25 OR equivalent (1 point for correct equation)

**Part B:**

*x*-variable: the number of building blocks (1 point for correct description of *x*-variable)

*y*-variable: the height of the stack of building blocks (1 point for correct description of *y*-variable)

**Part C:** 12.75 inches OR equivalent (1 point for correct answer)

1. A1.2.1 Functions

**Specific Eligible Content Addressed by this Item:**

A1.2.1.1.1 – Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.

A1.2.1.2.1 – Create, interpret, and/or use the equation, graph, or table of a linear function.

**Part A:** p = 2h + 4 OR equivalent (1 point for correct equation)

**Part B:** 30, 25, 20 (1 point for all three correct values)

**Part C:**

 (1 point for correct graph)

**Part D:** As the number of pies increases, the amount of flour must decrease OR equivalent

(1 point for correct explanation)

1. A1.2.3 Data Analysis

**Specific Eligible Content Addressed by this Item:**

A1.2.3.2.2 – Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measure of central tendency, or other representations).

**Part A:** 159 (1 point for correct answer)

**Part B:** 145 (1 point for correct answer)

**Part C:**

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| Points | Answer |
| 2 | 139 AND 151 |
| 1 | Response that leads to correct median  OR  Response that leads to correct mean |

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| **3b.** | **Scoring Guidelines** | The assessment is scored by the instructor or other mathematics instructors using the item-specific rubric and scoring guidelines. |
| **3c.** | **Score/Performance Reporting** | Students will receive their scored assessment which will include a copy of the item-specific rubric with scoring responses.  The principal will receive a summary of the end-of-course assessment scores of all students in the class. |

Item-specific Scoring Guidelines for Use when Providing Results to Students







