

## 8-4 ASSESSMENT, FOLLOW-UP, AND FEEDBACK

**General Fluency and Problem Solving** – Alge-Grids or READY-X puzzles appear in each Unit in the Review section, Spiral Review.

**Computational Intervention:** For students struggling with computation, consider incorporating a 10-minute / day routine using **Skill Boosters** (Portal Landing Page). Fraction Addition / Subtraction and Fraction Multiplication / Division are available.

**Differentiation:** For students who do not need intervention or reteaching, see Teaching Tips: Enrichment and Challenges for Advances Learners in the **Teacher Edition** for ideas or use Nonroutine Problems in **Unit Resources**.

Standards / Lessons / Goals	Are Students Ready for the Lessons?		Did Students Meet Grade Level Goals?		
	Diagnostic (formative)	Intervention	Evidence	Reteaching	
<b>4.1 Multiple Representations</b>					
8.EE.5 8.F.2 8.F.3 8.F.4	<ul style="list-style-type: none"> <li>Represent a situation with words, pictures, tables, graphs, and equations</li> <li>Recognize when a graph is linear or nonlinear, increasing or decreasing</li> <li>Understand when a situation describes a proportional relationship</li> <li>Explore the meaning of initial values and rates of change in tables, graphs, and equations</li> </ul>	<b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 2 Getting Started</li> </ul> <b>General Resources</b> <ul style="list-style-type: none"> <li>8-4, 8-5 Pre-Assessment / 5 – 9 (Coordinate plane and equations)</li> </ul>	<b>Unit Resources</b> Essential Skills <ul style="list-style-type: none"> <li>pg 3 Input – Output Tables</li> <li>pg 4 Toothpick Patterns</li> <li>pgs 6,a Four in a Row: Evaluating Expressions</li> </ul>	<b>Formative Ideas</b> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>pg 3 / 1 - 6 (use <i>MathLinks</i> Rubric)</li> <li>pgs 3, 5, 7 Journal</li> <li>pg 9 / 1 - 5 (use <i>MathLinks</i> Rubric)</li> <li>pg 10 Monitor Your Progress</li> </ul> <b>Summative Ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A / 1, 4</li> <li>Quiz B / 1, 4</li> <li>Task / pgs 2 – 3 Growing Squares</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 1-2 Extra Problems</li> </ul> <b>Student Packet</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Lessons 5.1, 5.2, 5.3, 7.1, 8.2, 8.3, 10.3</li> </ul>
<b>4.2 Functions Representations</b>					
8.F.1 8.F.3 8.F.5	<ul style="list-style-type: none"> <li>Understand the definition of a function</li> <li>Determine if a representation is a function</li> </ul>	<b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 11 Getting Started</li> </ul>	<b>Unit Resources</b> Essential Skills: <ul style="list-style-type: none"> <li>pg 1 Name That Shape</li> <li>pg 2 Battling Ships</li> </ul>	<b>Formative Ideas</b> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>pg 17 Monitor Your Progress</li> </ul> <b>Summative Ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A / 2</li> <li>Quiz B / 2, 3</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 3-4 Extra Problems</li> </ul> <b>Student Packet</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Lessons 5.2, 5.3, 6.2, 7.1, 8.2, 8.3, 9.1, 10.3</li> </ul>

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Continued

Standards / Lessons / Goals		Are Students Ready for the Lessons?		Did Students Meet Grade Level Goals?	
		Diagnostic (formative)	Intervention	Evidence	Reteaching
<b>4.3 Rate Representations</b>					
8.EE.5 8.F.1 8.F.2 8.F.3 8.F.4 8.F.5	<ul style="list-style-type: none"> <li>Represent and interpret rate situations with words, pictures, tables, graphs, and equations</li> </ul>	<b>Student Packet</b> <ul style="list-style-type: none"> <li>pg 18 Getting Started</li> </ul> <b>General Resources</b> 8-4, 8-5 Pre-Assessment / 10 (Rate problem)	<b>Unit Resources</b> Essential Skills: <ul style="list-style-type: none"> <li>pg 5 Input – Output Rules</li> </ul>	<b>Formative Ideas</b> <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>pg 23 / all (use <i>MathLinks</i> Rubric)</li> <li>pg 24 / all (use <i>MathLinks</i> Rubric)</li> <li>pg 24 Monitor Your Progress</li> </ul> <b>Summative ideas</b> (at the end of the Unit) <b>Unit Resources</b> <ul style="list-style-type: none"> <li>Quiz A / 3</li> <li>Quiz B / NA</li> <li>Task / pg 1 Step By Step</li> </ul>	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>pgs 5-6 Extra Problems</li> </ul> <b>Student Packet</b> Heads up: These topics will appear again. <ul style="list-style-type: none"> <li>Lessons 5.1, 5.2, 5.3, 6.2, 7.1, 8.2, 8.3, 9.1, 10.3</li> </ul>
<b>Review</b>					
8.EE.5 8.F.1 8.F.2 8.F.3 8.F.4 8.F.5	<ul style="list-style-type: none"> <li>Goals from Lessons 4.1, 4.2, 4.3 above</li> </ul>	<b>Student Packet</b> Lessons 1 – 3 Word Bank	<b>Unit Resources</b> Revisit Lessons 1 – 3 Revisit Word Bank and Student Resources section	<b>Formative Ideas</b> <b>Student Packet</b> <ul style="list-style-type: none"> <li>Pg 25 <math>y = 3x + 4</math></li> <li>pg 26 Poster Problem</li> <li>pg 27 Why Doesn't It Belong?</li> <li>pg 28 Vocabulary Review</li> <li>pg 32 Reflection</li> </ul> <b>Summative Ideas</b> (typically part of a periodic assessment) <b>General Resources</b> Cumulative Test 4	<b>Unit Resources</b> <ul style="list-style-type: none"> <li>Extra Problems for Lessons 1 – 3</li> </ul> <b>Student Packets</b> <ul style="list-style-type: none"> <li>Revisit Lessons 1 - 3</li> <li>pgs 0, 33 - 34 Revisit My Word Bank and Definitions</li> </ul>

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### Continued

**Teacher Feedback:** As time permits, provide written comments to students.

- Quiz B / 2: *You were correct that two of the three examples were functions. Explain why the one was not a function.*

**Peer Feedback:** Using the *MathLinks* Rubric (pgs 3, 9, 23, 24) and Journal ideas (pgs 3, 5, 7) are appropriate times for peer feedback. Remind students each time to think about what kinds of respectful comments or questions might be helpful for their partner.

- Journal, pg 5 / 8: *We have different explanations. Let's see if we are both saying the same thing, just differently.*
- Reflection, pg 32 / 2: *You changed your Monitor Your Progress score on some of your goals. Can you explain to me why you are more confident in those area now?*

### Summary of 8-4 Watch-Fors

“Watch-fors” appear in the Teacher Edition in red italics in text boxes. Use them for formative feedback during instruction or practice, and as inspiration for written feedback on any assessments.

PAGE NUMBER/ PROBLEM(S)	WATCH FOR:
6 / 1	Does the information match for each respective pattern, table, and graph?
15 / all	Are students applying the definition of function correctly for each representation?
16 / 1	Are students making sense of the vocabulary in relation to the graphs?