

**General Assessment Check** - Students' achievement must be assessed in relation to their developing identity, critical sense, knowledge construction towards self-relevant problems, and developing agency to achieve individual goals and community motives. We are concerned with affording students with a deep understanding of the processes of meaning making, and growing agency to appropriate resources (including interactive technologies) for the purpose of advancing the goals of students and the motives of the communities they come from. Below are broad assessment checks we should consider when determining whether or not students have reached the learning objectives of this curriculum. It is BOTH a check on the educator's delivery as well as the student's development.

The first assessment check is how, if at all, do these students' discourses and authored products express the development of their ideological self, privileging their own "voices"; meaning their own ideas of what learning activities will benefit them and their identity groups? This question is meant to ascertain if students feel free to counter ideologies and structures that impinge on their agency in education. So the first assessment check for this project is that students will experience an expansion of their own "voices" to express what knowledge and activities are beneficial for them. They will be less likely to accept and follow uncritically, ideas and practices that do not serve their own defined criteria for what benefits their self-defined goals.

The second assessment check is how, if at all, do these students' discourses and authored products express development of their affective identities as competent actors in

their semiotic domain? This question builds on the first and tracks the students' agency to proactively appropriate resources as needed to accomplish their individual goals. This second assessment check is to ensure that students will increasingly identify their constructed knowledge and activities as enhancing their math competency.

The third assessment check is how, if at all, do these students' discourses and authored products express that they identify their problem solving activities and goals as advancing the motives of their group and larger community? This question examines if students associate their individual agency with the goals of their wider group, family, and community. A fourth assessment check for this project is that students' constructed knowledge and activities actually serve to transform existing social structures on not only local levels, such as classroom and school, but even on, meso levels such as district and region. The discourses and knowledge produced while using interactive technologies remain directly relevant or attuned to the common problems faced by the identity groups of the student and would have the potential to redress those problems. Furthermore, the results of their work would serve as a model for transformative education on macro levels, as in education for Black people across districts, states and throughout the entire country.

**General Rubric for Grading Project** - Grade distributions are based on a number of qualitative and quantitative measures through which students develop 21<sup>st</sup> century skills, such as communication (listening, speaking, reading, and writing), critical thinking, collaboration, and creativity.

Considering the extensive number of factors that influence grading systems and the impact that these have on measuring academic progress and performance, the following considerations in grading the student are offered:

**PERFORMANCE TASKS 25%**

**MANDATORY:**

- **Creation of Models for family functioning on Individual, State, and National levels.**

**RECOMMENDED:**

- Time management
- Quality of data sources

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| <ul style="list-style-type: none"> <li>• Performance of by hand math skills that correspond to the math performed by technology tools. (Weighted averages, standard deviations, linear regression equations, histograms, and box plots)</li> <li>• Use of technology tools to produce products for the project (Weighted averages, standard deviations, linear regression equations, histograms, and box plots).</li> </ul> | <ul style="list-style-type: none"> <li>• Questioning &amp; discussion</li> <li>• Binder/Notebook Checks</li> <li>• Reflection Journals</li> <li>• Peer reviews</li> </ul>  |
| <p><i>Collaborative work 25%</i></p>  |  |
| <p><b>MANDATORY:</b><br/>Collaboration &amp; Group Work (e.g. Think-Pair-Share, Socratic Seminars, Etc.)</p>  | <p><b>RECOMMENDED:</b></p> <ul style="list-style-type: none"> <li>• Cooperation/assistance</li> <li>• Effective communication of needs and findings</li> <li>• Use of communication technologies (i.e. Skype)</li> </ul>                                 |
| <p><i>Assessments 25%</i></p>   |  |
| <p><b>MANDATORY:</b></p> <ul style="list-style-type: none"> <li>• Fully functional models for family functioning on Individual, State, and National levels. (Includes technology graphs/reports)</li> <li>• Presenting findings to teacher</li> <li>• Tests / Quizzes</li> </ul>  | <p><b>RECOMMENDED:</b><br/>Benchmark Assessments<br/>Mid-Term Assessments<br/>Other</p>  |
| <p><i>Student presentations to community representatives 25%</i></p>  |  |
| <p><b>MANDATORY:</b></p> <ul style="list-style-type: none"> <li>• Students summary of findings to teacher</li> <li>• Students present summary of findings to family</li> </ul>  | <p><b>RECOMMENDED:</b></p> <ul style="list-style-type: none"> <li>• Students present summary of findings to a community group</li> <li>• Students submit summary of findings to Black think tank organization and establish ongoing dialogue.</li> </ul> |