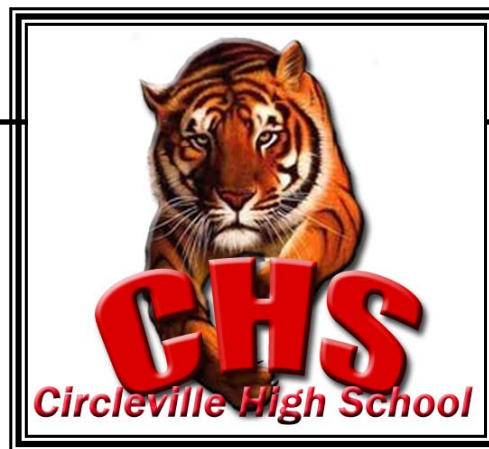


CP Algebra 2 - Periods 1, 5, 8
Class Information and Policies
Mrs. Maite 2006-07



Why Take Algebra 2?

Algebra 2 is *the* most important course in a student's mathematical development. It is the bridge between beginning algebraic and geometric concepts and all higher math, like Precalculus, Calculus, and beyond.

(*What's beyond that?*) Algebra 2 is the stepping-stone to advanced mathematical reasoning, and in taking this class, students will ultimately learn whether or not the study of advanced math is for them—at least, at this point in their lives. To be successful in Algebra 2, students will need a strong recall of Algebra 1 material as well as some analytical geometry, but most of all, success will be a factor of attitude. Having a positive attitude toward intellectual growth and viewing mistakes as the greatest opportunities for learning to occur will allow any student of any ability level to experience success in Algebra 2.

Student Supply List

Students will be expected to have the following on a daily basis:

- Notebook or Paper
- Pencil or Pen
- TI-83 or TI-84 model Graphing Calculator
(NO OTHER MODELS!)
- Textbook (covered!)

Parent-Teacher Communication

Mrs. Maite uses the nine-week interims as the official means of communicating student progress each quarter. At this point in the grading period, parent-teacher conferences may be requested and any adjustments necessary for student success can be made. For intermittent inquiries on student progress, parents may contact Mrs. Maite using the Internet (her preferred method of communication), or via the CHS office.

Due to an unusual bell schedule and the demands of approximately 120 students each day, it is very difficult to find the time to make phone contact, so Mrs. Maite uses her personal math website, *Cubic Thought*, at www.maitespace.com/math/ to post daily assignments, due dates, and other noteworthy information. There is also a *Contact Form* on the website that allows anyone to send her email, without requiring an email account for the sender, and an additional form for parents to share their contact information with Mrs. Maite. Two primary email addresses through which she can be contacted directly are jmaite@mail.gsn.k12.oh.us or mathmaite@maitespace.com.

If the Internet and email communication are not a viable options, parents may call the high school office and leave a message for Mrs. Maite at 474-4846.



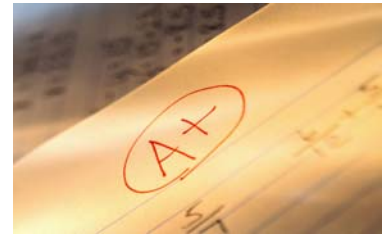
Screen Image of *Cubic Thought* Website

Mrs. Maite's Philosophies and Policies on Assessment

Mrs. Maite's philosophy toward teaching and learning is completely student-centered, which naturally places a great deal of responsibility on the shoulders of students. Primarily, students are responsible for learning the material, practicing it through their homework, and taking the initiative to get help when they do not understand a concept. While adopting this philosophy helps prepare them for post-secondary education, many students are still learning to cope with this level of responsibility and freedom in their educational development. As a result, weekly progress will be monitored through developmental activities like homework and class assignments, as well as a formal assessment.

Students should expect one formal assessment per week (a quiz or test, usually scheduled on Fridays). This generally allows for 5 quizzes to be given in a grading period, of which the top four will count toward the final grade. If a student is absent for a quiz, it will be counted as a dropped score unless it is made up the very next day, or before or after school.

Each quiz is worth 10% of the final nine weeks average, all developmental work combined is 20%, and the midterm test is worth 40%. The nine weeks exam does not figure into the nine weeks average; however, if a student has a higher average on the nine weeks final than he or she earned on the midterm test, this higher grade will replace the original score on the midterm. This policy fosters continuous improvement and promotes mastery of the concepts throughout the grading period.



Outline of Grades for a Nine Weeks

Quiz #1	25
Quiz #2	25
Quiz #3	25
Quiz #4	25
Quiz #5	25
Top 4 Quizzes ONLY	100
NW Midterm	100
Developmental Work	50
TOTAL POINTS	250

NW Exam*, Pt I	100
NW Exam*, Pt II	100

** NW Final only counts toward semester or final exam average, see below.*

Math Club Provides Extra Credit Opportunities

Participating in Math Club and taking the six Ohio Math League Tests (OMLTs) is the main method for earning extra credit points in Mrs. Maite's class. Math Club meets on Tuesday mornings from 7:00-7:20, and for scheduled contest Tuesdays, from 6:50 – 7:20 as the 6-question tests require a 30 minute testing limit. For more information and contest dates, see the Math Club webpage on her website or ask Mrs. Maite about the details.

Semester and Final Exam Policies

All students will receive a semester and final exam grade. Semester or Final Exam grades will consist of the two nine-weeks exams averaged together.

Semester Exam Grade Average	
NW 1 Final	NW 2 Final
200 points	200 points

Final Exam Grade Average	
NW 3 Final	NW 4 Final
200 points	200 points

Summative Assessment: Quizzes and Tests

Students should expect one summative assessment per week (a quiz or a test, usually scheduled on Friday). This generally allows for 5 quizzes to be given in a grading period, of which the top four will count toward the final grade. If a student is absent for a quiz, it will be counted as a dropped score unless it is made up the very next day, before or after school. This policy is implemented to provide immediate feedback about student progress. Midterms and finals are the more formal assessments and will be kept by Mrs. Maite until all make-ups have been completed, so there is no urgency to make these up by the next day.

Quizzes will consist of multiple choice and free response type questions. Depending on the nature of the material, the number of questions will range between 4 and 16; however every question will be rated on a 4-point scale (see the chart below). For multiple choice, students are expected to show supporting work to earn full credit. For free response, students are required to provide detailed work and often written justification. Every problem is weighted equally in the overall quiz grade and will be assessed according to the guidelines established below. A **Rubric Score to Points Conversion Chart** will be provided for each student.

Quiz & Test Grading System

NOTE: This example is for an assessment with 7 problems.

4-Point Rubric Score for Every Problem
<p>4 = Excellent work with an elegant solution. All aspects of the problem are correct and supporting work leading to the answer is provided in a logical, organized manner.</p> <p>3 = You have accomplished the task and demonstrated good understanding. However, you either have the correct work for the problem and chosen the wrong answer, or your choice of answers is correct, but your work has a minor flaw or omission.</p> <p>2 = You show some understanding of the task, but there are either critical gaps in comprehension or serious flaws in the process of solving the problem.</p> <p>1 = You show very basic understanding of the task and can identify key information with some progress beyond restating the problem, or your answer is correct but you show no appropriate supporting work.</p> <p>0 = No progress is made. The answer is incorrect and no appropriate work is provided.</p>

This quiz's rubric is based on 28 points: 7 problems @ 4 pts each

Rubric = Total Quiz 25 Points	
26 – 28	Level 5 Work is Exemplary = 25 pts
23 – 25	Level 4 Work is Excellent = 23 pts
18 – 22	Level 3 Work is Accomplished = 21 pts
12 – 17	Level 2 Work is Developing = 18 pts
7 – 11	Level 1 Work is Beginning = 16 pts
0 – 6	Level 0 Work is No Progress = 14 pts

Nine-week midterms and final tests will be assessed similarly. All major assessments are limited to the 43 minute period allotted (unless an IEP allows for other arrangements) and are meant as opportunities for students to demonstrate what they have learned cumulatively from the weekly homework and quizzes. There is NO staying late or coming back later to finish a quiz or a test.

Student Responsibilities: Expectations and Behavior

Student responsibilities will include completion of homework, participation, and preparedness for class. Homework is especially important to being successful in this class because it provides practice for quiz and test problems. If students do not practice the concepts in the homework regularly, they will often find they cannot complete the quizzes and tests in the allotted time.



Homework Policy

Homework will be assigned approximately 3 nights per week. Homework assignments will be spot checked for effort and completeness the following day or as otherwise noted with the assignment.

Homework is a place for students to practice the Algebra 2 concepts studied in class, so correctness will not be a factor in the grade.

The effort that students put in to trying homework, building problem solving skills, and learning from their mistakes will be the determining factor in whether they will be successful this year.

Classroom Expectations

1. Be working at the start of the period, and stay seated until the final bell dismisses class.
2. Take the initiative: Ask when you need something, share when you know something, and get help immediately when you are completely lost.
3. Work together in a constructive manner and show respect for others.
4. Follow school rules as stated in the student handbook.



Developmental Activities: Practicing Concepts

Developmental Work is one category of the nine weeks grade, worth 20% of the total grade. It is extremely important that students practice the concepts we study in order to develop a deep and thorough understanding of them, as well as to become adept at applying the math in different contexts. To that end, students will earn points for completing nightly homework as well as in-class activities and bell tasks. Homework will only be spot-checked for completeness and effort, rated on a 4-point scale. In-class activities will be assessed by individual rubrics fitting each specific activity, and bell tasks will be graded on a 4-point scale where accuracy of the solution is evaluated. At interim time and again at the end of the grading period, all developmental work grades will be averaged together and converted to a 50-point score reflecting student effort in developing the concepts we study.