

# Assessment Plan



The **Assessment Plan** communicates curriculum expectations and the criteria for assessment, and connects them to the tasks that provide opportunities for students to demonstrate their learning.

The **Evidence Record** organizes evidence of student learning relative to the overall expectations of the course. It provides a visual representation of student progress that serves as a communication tool for teachers, students and parents.

Tasks	Overall Expectations				Achievement Chart Criteria							
	Number Sense and Algebra	Linear Relations	Analytic Geometry	Measurement and Geometry	K/U		Thinking		Communication		Application	
1. Test 1	x	x			x	x			x	x		
2. Super Clips Task		x			x						x	x
3. Data Project		x			x						x	x
4. Test 2	x	x			x				x	x	x	x
5. Line Investigation			x		x				x	x	x	x
6. Test 3		x			x				x	x	x	x
7. Ramp Project					x	x			x	x	x	x
8. Test 4			x		x	x			x	x	x	x
9. Sketchpad Invest.					x	x			x	x	x	x
10. Containers Task									x	x	x	x
11. Test 5		x			x				x	x	x	x
12. Summative Task		x	x		x				x	x	x	x
13. EQAO exam	x	x	x		x	x			x	x	x	x

Tasks are designed as opportunities for students to demonstrate achievement of the Overall Expectations

**MPM1D: Test 1**

Overall Expectations	Questions	Level
NS1: Demonstrate an understanding of the exponent rules of multiplication and division and apply them to simplify expressions	1, 2, 4, 5, 6	3-
NS2: Manipulate numerical and polynomial expressions, and solve first degree equations	3, 5, 6	2-

**Rubric**

	R	1	2	3	4
Knowledge of content (facts, terms, procedures)	Li				orough knowledge
Understanding of mathematical concepts	Li				orough understanding
Expression and organization of ideas and mathematical thinking	lir				h degree of effectiveness
Use of conventions, vocabulary and terminology	limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness	

**Test Questions**

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Rubrics contains criteria based on the Achievement Chart that are used to judge the quality of work

## Evidence Record

Term work	R Insignificant	Level 1 Limited	Level 2 Some	Level 3 Considerable	Level 4 Thorough	Strand Summary
<b>Number Sense and Algebra</b>						
NS1			1.T1	4.T2		3+ Strength in NS2
NS2			1.T1	1.T5	2.PC 6.T3 4.T2	4- Weakness in LR1 Strength in LR3
<b>Linear Relations</b>						
LR1			2.PC	3.DP		3 Tests weaker than projects
LR2			5.II 2.PC	3.DP	8.T4	
LR3			6.T3 2.PC	4.T2	3.DP 5.II 8.T4	
<b>Analytic Geometry</b>						
AG1				5.II		3 Poor performance on Sketchpad Investigation
AG2				8.T4		
AG3			4.T2 2.PC 8.T4	5.II 3.DP 6.T3		
<b>Measurement and Geometry</b>						
MG1			9.SI	7.RP		13.EQAO (3-)
MG2		9.SI	3.DP	10.CT		
MG3		9.SI		11.T5 10.CT		
<b>Summative</b>						
					12.Task (4-)	

Evidence from tasks is recorded and organized by strand

Professional judgment is used to determine an overall level for each strand

All strands are considered to determine a level for the term

	Level
Number Sense and Algebra	3+
Linear Relations	4-
Analytic Geometry	3
Measurement and Geometry	3
<b>Overall Term</b>	<b>3+</b>
EQAO Task	3-
<b>Overall Summative</b>	<b>3</b>
<b>Final Grade</b>	<b>77%</b>

Levels are represented as percents for reporting purposes

Achievement Level	Percentage Marks	Achievement Level	Percentage Marks
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59
3	73-76	1	53-56
3-	70-72	1-	50-52