

I. Curriculum Area
Mathematics

II. Courses
5110 Math 7 5111 Math 7 Honors

III. Goal Summary Statement
Students will demonstrate learning from a pre to a post assessment in a chosen domain using at least one of the eight Mathematical Practice Standards

IV. Full Goal Description
<p>The teacher will identify a low scoring domain from pre-assessment data. Looking at the standards within the domain, the teacher will incorporate good teaching strategies to teach, reteach and extend learning throughout the year.</p> <p>Student growth will be measured by using a pre and post assessment with equal rigor and Depth of Knowledge levels.</p> <p>Teachers must incorporate one or more of the 8 Mathematical Practice Standards as it applies to the chosen domain.</p>

V. Connection to DESK Standards		
*Teachers will select a domain from the DESK Standards.		
<ul style="list-style-type: none"> A. Ratios and Proportional Relationships B. Number System C. Linear and Expressions and Equations D. Geometric Reasoning E. Statistical Inference and Probability 		
*In the action plan, teachers will indicate how the Mathematical Practice Standards will be used to facilitate the goal.		
Step 1	Step 2	Step 3
Choose a Domain	Choose a Fundamental Concept from DESK	Choose one or more Mathematical Practice Standards
Examples:		
Domain Example	Fundamental Concept from DESK	Mathematical Practice Standard
Ratios and Proportions	Use proportional relationships to solve real world problems	3. Construct viable arguments and critique the reasoning of others.

DAVIS SCHOOL DISTRICT**ACADEMIC GOAL**

		8. Look for and express regularity in repeated reasoning.
Geometry	Recognize angle relationships	4. Model with mathematics. 6. Attend to precision.
The Number System	Solve real world problems involving the four operations with rational numbers.	1. Make sense of problems and persevere in solving them. 6. Attend to precision

VI. Assessment Tool/Rubric/Evidence

Teachers will use or create quality pre and post assessment to show evidence of student growth. Questions in the assessments should isolate and focus on each fundamental mathematical standard listed in the action plan with equal rigor and Depth of Knowledge levels. Teachers are highly encouraged to use traditional assessment methods coupled with a project-based assessment (rubric, a collection of student artifacts, portfolios, etc.) so that all aspects of student growth can be captured.