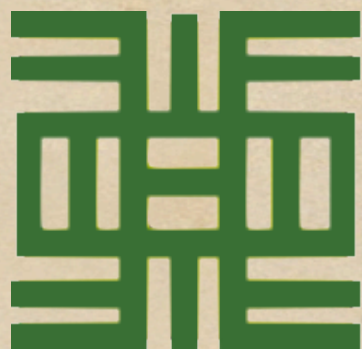


**assessment of mathematical
proficiencies in the age of the
common core
diversity & equity**

The Algebra Project



THE ALGEBRA
PROJECT

diversity & equity

The Algebra Project

Vision for Quality Public School Education re-energizes long struggle

The Algebra Project began at the King Open program in Cambridge, MA 30 years ago. Since then, over 100,000 students and upwards of 3,000 teachers have participated. Our focus remains pin-pointed: devising “what to teach and how to teach it” so that students previously performing in the lowest quartile on standardized exams are willing to do the hard work of learning mathematics, and support their peers in doing the same.

Bob Moses recently noted, “the Algebra Project has shown that there is a way for students at the bottom to learn math, graduate high school in four years, and be ready for college math for college credit. And once there are enough examples of success coming from a national coalition, we can dispel the myth that ‘these kids don’t want to or can’t learn.’ In so doing, I believe we will be in position to launch a movement, in collaboration with the Young Peoples’ Project, toward quality education as a constitutional right.”

In this issue, you’ll read about our efforts to grow this education movement, with new partnerships, and highlights from our national network.



Princeton, NJ, May 13-20th

EIE 2012

SUE P.1 “WE THE PEOPLE” FORUM LINKS VOTING RIGHTS LEGACY + PUBLIC EDUCATION

MATHEMATICS
MI. MICHIGAN
TEACHERS AS
MATH INSTITUTE
BACK IN MIAMI!



um links voting
ic education

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justice, insure domestic
women defend, promote
the Blessings of Liberty
to ordain and establish
States of America.

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political process.



diversity & equity

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- What is the Algebra Project?
- Who is the Algebra Project?
- How is assessment an equity issue?
- How does it look in action?



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**“what to teach
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**responsive
to student
understanding**

diversity & equity

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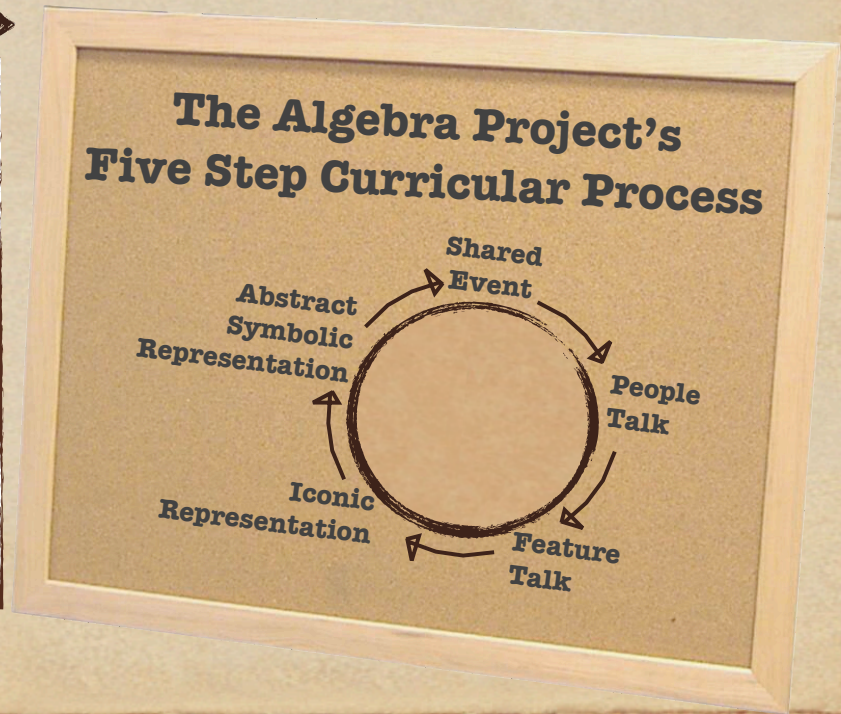
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Algebra 1 → Geometry → Algebra 2 → Pre-Calculus →

The collage shows various mathematical concepts and activities:

- Algebra 1 (orange):** 'The Road Coloring Problem' worksheet with a map and text: "Let's do a few examples. For each of the representations below, we want to decide if it represents a function and, if it does, what the domain and the range are for the function." It includes an arrow diagram and a question: "Does this arrow diagram represent a function?"
- Geometry (blue):** A diagram of a rectangle with points A, B, C, D and arrows indicating a mapping: $A \rightarrow D, B \rightarrow C, C \rightarrow A, D \rightarrow B$.
- Algebra 2 (green):** A mapping diagram with sets $\{1, 2, 3, 4\}$ and $\{W, X, Y, Z\}$. It includes a table:

1	2	3
1	3	6
- Pre-Calculus (black):** A diagram of a string with a star at the end, illustrating a function's domain and range.

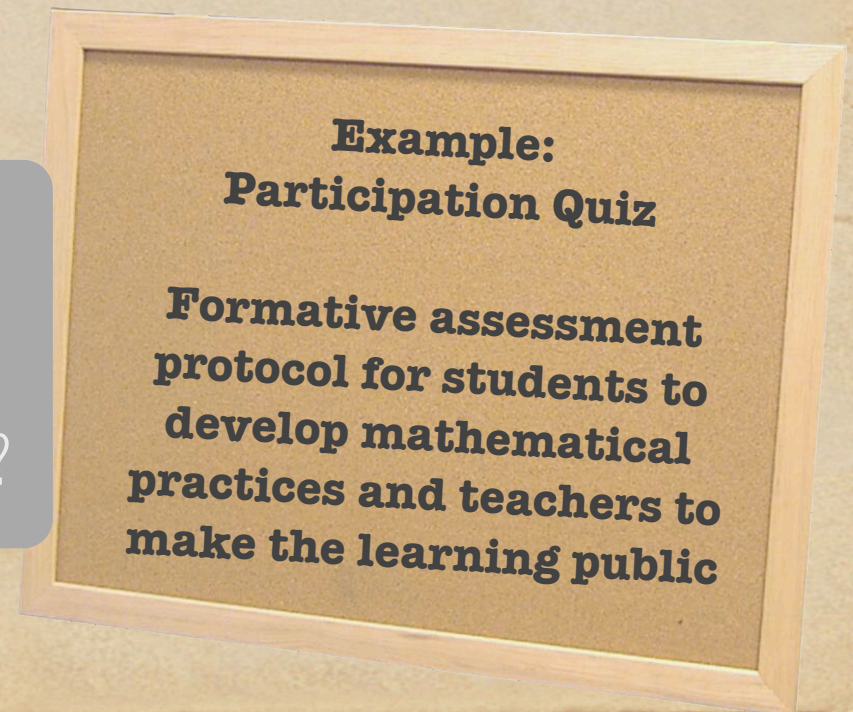
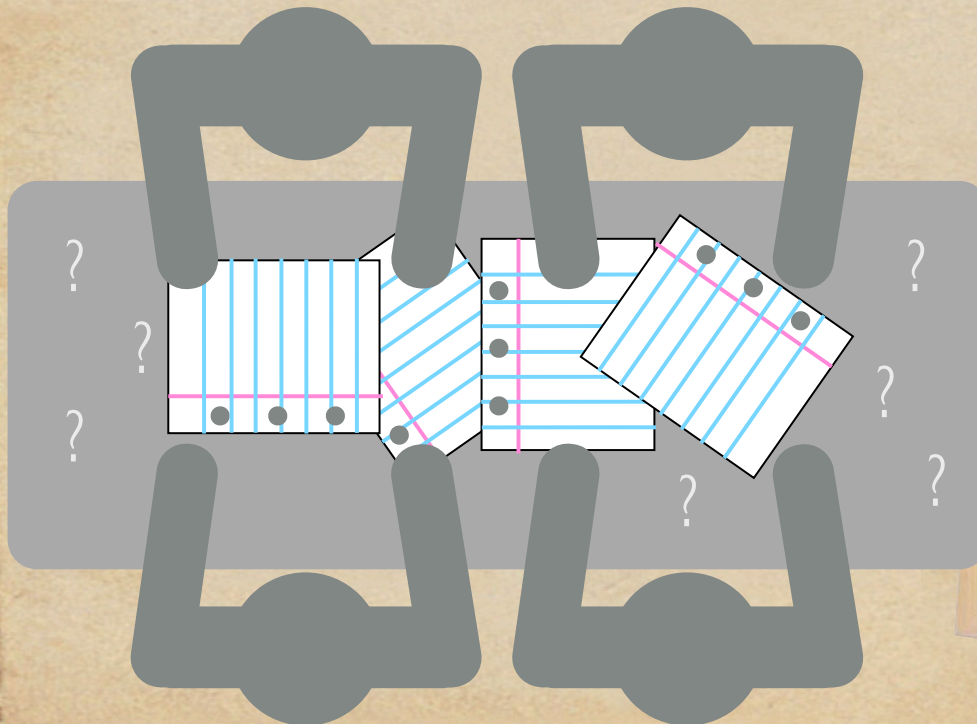


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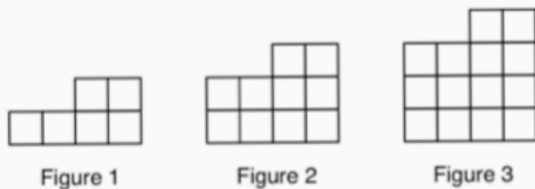
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Tile Pattern Team Challenge

Your task. Your team is going to work together to:

- visualize a geometric pattern in multiple ways and
- write clear directions that another team could follow to find the area of any figure in the pattern.

Each person needs to record on her or his own paper!



Draw Figures 0, 4, and 5.
Describe Figure 100.

Example: Participation Quiz

**Formative assessment
protocol for students to
develop mathematical
practices and teachers to
make the learning public**

diversity & equity

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+RR Visualizing and explaining how the figure should look

Team 3

+"How do you get zero?"

+Two is added every time... so... " there must be a pattern

+"So Figure #5 is... " checking in with each team member

+Making sense of the pattern by discussing it

Example: Participation Quiz

Formative assessment protocol for students to develop mathematical practices and teachers to make the learning public