

Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for ALGEBRA II; 2 of 2)

Phone	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		10-12	Algebra II		Sept 2015 – Mar 2016
Standards, Rationale, and Assessment Method					
Modeling with Functions					
Rationale: Students will apply the mathematics they know to solve problems arising in everyday life, society and the workplace. They are able to identify important quantities in a practical situation and map their relationships using mathematical tools. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. Students also will notice if calculations are repeated, and look both for general methods and for shortcuts. They maintain oversight of the process, while attending to the details. They continuously evaluate the reasonableness of their intermediate results. In high school PARCC assessment, at least 30% of total score points are items assessing application.					
Standards:					
A-000.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.					
A-000.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.					
A-000.3: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.					
A-000.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.					
F-000.1: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.					
F-000.2: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.					
F-000.3: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.					
F-000.4: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.					
F-000.5: Write a function that describes a relationship between two quantities.					
F-000.6: Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse.					
F-000.7: For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.					

Sample Algebra Student Growth Objective

Michael Seilmaier

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the name bar.

Sample Algebra Student Growth Objective:

Reviewing **Sample Algebra Student Growth Objective**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Sample Algebra Student Growth Objective**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

https://crm.avenza.com/results/Resources/Documents/quiz_2_form_g_prentice_hall_algebra.pdf

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Sample Algebra Student Growth Objective Introduction

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Home Screen, Lighting Control Screen, and Thermostat with A/C and Heat Control. Page 4. Heartland Owners Forum
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