

Authentic Assessment Introduction

For my authentic assessment project, I decided to work on my Honors Algebra II polynomial unit. The polynomial unit has always caused my PLC issues when writing assessments since we feel as though we ask our students to graph over and over again. The authentic assessment project gave me the time to sit back and think about how to best assess my students on the different aspects that are covered during the polynomial unit. A large part of the project was created with the use of constructed response. The constructed response parts of the project ask our students to demonstrate their understanding of all aspects of the unit; completing the square, polynomial division, developing an understanding of i , and graphing/analyzing polynomials. I developed and integrated a project based assessment that has my students create and present to the class a polynomial that represents them based on their birthday. The part of my project that I am most proud of is the creation of a set of formative assessments that help my students develop the process skill of effectively critiquing work. The ability to assess a process skill is not something I have done consistently in my classes in the past; however, with the introduction of the eight math practice standards, it is something at which I need to become more proficient, and this project has helped me grow in this area of assessment writing.