

When I took over the classroom, I knew that I was dealing with a lot of gifted students. I knew that my biggest challenges would be keeping them interested, finding their gaps in understanding, while supporting the students that need more time and one-on-one assistance. Because so many of my students go to academies after school for math, my pre-assessment was designed to see what their vocabulary knowledge was as well as any familiarity with the types of problems we will see in this chapter. About half of them already had a grasp of the basic vocabulary, which means they remembered it from previous math classes or academy, and several had a familiarity with the basic problems we would be beginning with.

As the chapter progressed, I monitored their learning by assigning several sets of homework that were corrected and given feedback on, but graded based on completion. I also would ask students to work on problems in class independently and with partners. Students who were confident would present their problems on the board and explain the way they are solved. This time gives me opportunity to provide verbal feedback and one-on-one assistance to those who need it. Midway through the chapter, I gave a quiz on what we'd covered so far. It was important for everyone to have an understanding on what we'd learned up until this point because we would begin building on it in the next half of the chapter. Most students did well on this quiz, the one student who did not meet the learning goals met with me so that we could discuss what had gone wrong.

During the next half of the chapter, the homework problems were accompanied by written explanations. This was so that they would begin thinking about why they are choosing to make the mathematical decisions they are making. This also let me see where their deeper misunderstanding or misconceptions were that wouldn't necessarily show in their worked out solutions. I also graded these based on completion, but they were also given feedback and worked out solutions to how to solve problems they didn't understand.

Before the test, students made a review booklet. They solved problems and justified their solutions with theorems from throughout the chapter. By working on these, they were going over each section of the chapter and reviewing each of the theorems we'd studied. This was graded similar to homework. They received a score based on completion, but also feedback on questions that were not correct or needed additional information.

Ultimately because of the feedback they'd been given and the work they'd done, most students knew what they needed to study and prepare for on the end of chapter test and were able to meet or exceed the learning goals for the unit. Unfortunately, one of the students in my class had been absent for a lot of classes, and even though she had the resources to do the work, not being in class or getting the feedback she needed prevented her from doing as well as she might have on the end of chapter test.