

Leading with Algebra

Welcome to Issue 3 of the Algebra Newsletter!

In this issue, we focus on Problems of the Month. Problems of the Month are non-routine math problems that are designed promote problem solving and perseverance. They are divided into five levels of difficulty which allow all students to be challenged. You can find a library of Problems of the Month at <http://www.insidemathematics.org/problems-of-the-month>.

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Updates from PARCC: PARCC has published performance level descriptors for each grade level in Mathematics at <http://www.parcconline.org/math-plds>. These document details understanding and skills that students with varying levels of command have for each cluster of standards. As instructors, the descriptors for the highest level can be particularly helpful in designing curricula.

Updates From CPS: Seven additional high schools have become authorized to offer International Baccalaureate diplomas, increasing the number of high schools with IB programs to 22. CPS graduates who have completed an IB Diploma Programme are more likely to enroll and persist in college. CPS has the largest network of IB schools in the United States.

Updates from the Department of Math:

A second full-length Practice Exit Exam is now available on the Algebra I page of the Knowledge Center! Please use the Practice Exit Exams where instructionally appropriate for your students.

The SY15-16 course approval for HS Algebra I in the Middle Grades is also available for your review on the Algebra I page of the Knowledge Center. All documents are due by Wednesday, May 20th.

Finally, be on the lookout for updates regarding the adoption of instructional materials. During the week of April 20th, over 100 district representatives (including 60+ teachers) reviewed 41 sets of math materials for grades K-High School. Their review will lead to a recommended list of materials for schools to choose from.



Math Challenge of the Month (for you, your students, or both)

A student wishing to give 25 cents to each of several charities finds that he is 10 cents short. If instead, he gives 20 cents to each of the charities, then he is left with 25 cents. Find the amount of money with which the student starts.

(Source: A. Posamentier, C. Salkin, *Challenging Problems in Algebra*)

