Coach's Corner Assessment

Coach's Corner provides practice and allows you to self-reflect on your conceptual understanding of the *Lesson* skills. Assessment of your work in *Coach's Corner* will be combined into two overall completion marks, one for *Workbook A* and one for *Workbook B*. Your work for *Coach's Corner* in each *Workbook* will be assessed according to the rubric provided.

Category	Strategy and Procedures	Response to Questions
	The student...	*The student...*
4	• uses efficient and effective strategies to solve the problem(s)	• provides detailed explanations and follows directions appropriately to complete all questions
3	• uses effective strategies to solve the problem(s)	• provides clear explanations and follows directions adequately to complete most questions
2	• uses effective strategies inconsistently to solve the problem(s)	• provides incomplete explanations and follows some directions to complete a few questions
1	• does not use effective strategies to solve the problem(s)	• provides incomplete explanations and does not follow directions to complete some questions

Complete *Coach's Corner* exercises using your best work, showing all relevant steps needed to arrive at your solution. Refer to the *Module* to review lesson instructions. Contact your teacher for assistance or clarification as needed, or to investigate the topic further.

Check and correct your work using the solutions provided in *Equipment Room* in the *Module*.

Coach's Corner is worth 8 marks.

After you have assessed your work, reflect on your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.
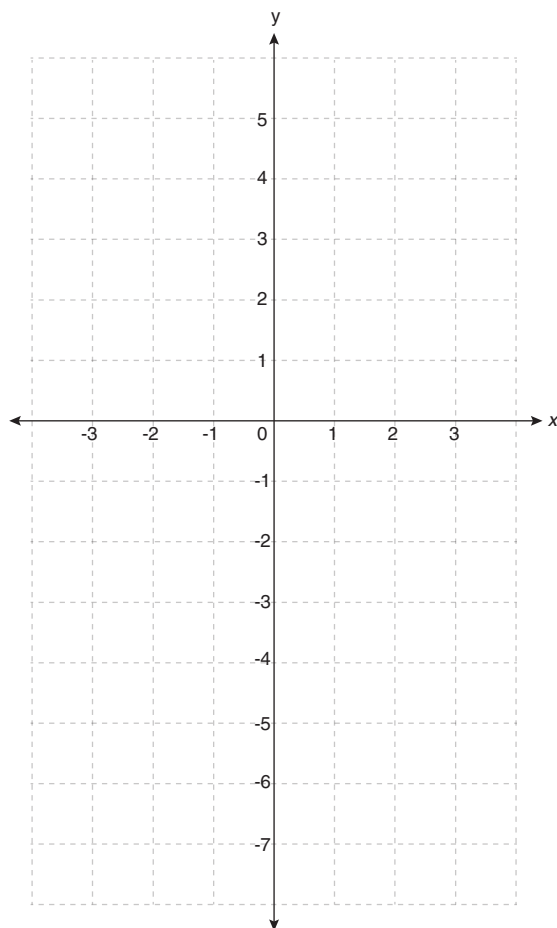
Unit 2: Quadratic Functions Lesson 2.1

Coach's Corner – I

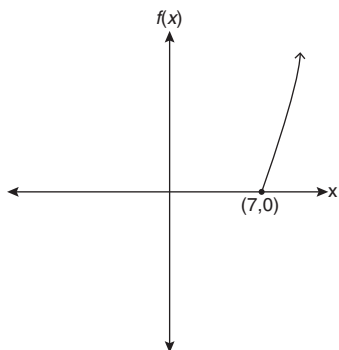1. a. Complete the table of values for the function $f(x) = -x^2 + 3$.

x	$f(x) = -x^2 + 3$	$(x, f(x))$
-2	$f(-2) = -((-2)^2) + 3 = -1$	
-1		
0		
1		
2		
3		

b.   Graph the function using the ordered pairs from your table of values
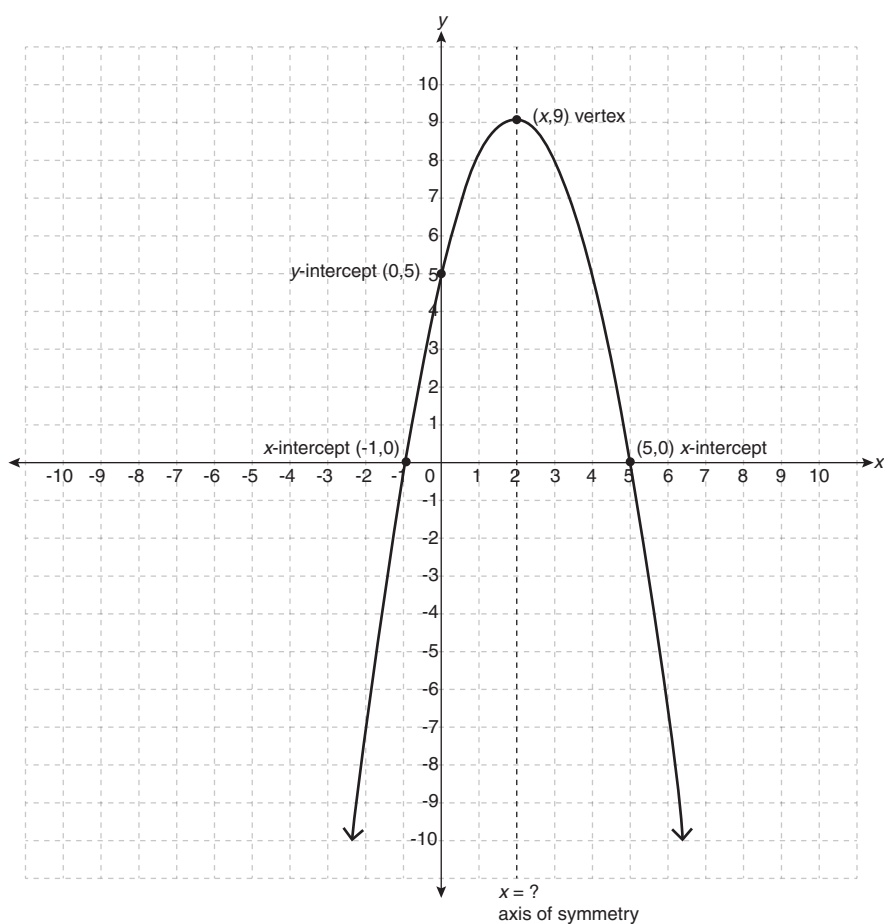

c.   Using the graph of $f(x) = -x^2 + 3$, how can you use symmetry to confirm that $f(-3) = -6$?

_____

_____

_____

2.   For the graph of the function below, the domain is:

a. $\{x \mid x \in R\}$

b. $\{x \mid x = 7\}$

c. $\{x \mid x \geq 0, x \in R\}$

d. $\{x \mid x \geq 7, x \in R\}$

3.   Consider the quadratic function represented in the graph below.

Determine
- the equation of the axis of symmetry.

_____

_____

- the *x*-coordinate of the vertex.

_____

_____

- whether the quadratic function has a maximum value or a minimum value. Explain.

_____

_____

- the maximum or minimum value.

_____

_____

4. The function $f(x) = 2x^2 - 12x + 16$ has a zero at $x = 2$ and its vertex is located at $(3, -2)$. Use characteristics of the graphs of quadratic functions to sketch the graph of the function $f(x) = 2x^2 - 12x + 16$ without using a table of values.

Please go to the *Equipment Room* to check your solutions before proceeding to *Game On!*, on the next page of this *Workbook.*.

After you have assessed your work, reflect upon your understanding of the concepts addressed in the *Coach's Corner* exercises in the table provided.

Question Number	Got it!	Almost there…	Need to retry or ask for help.
1			
2			
3			
4			
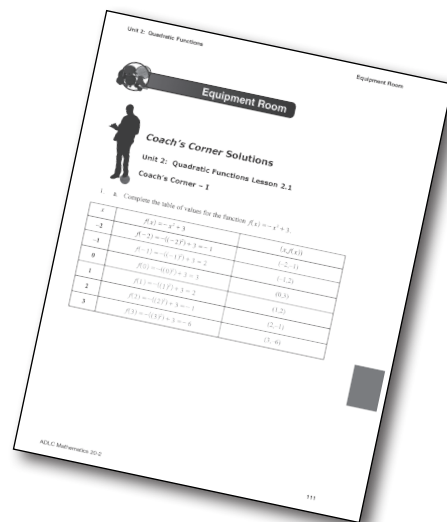
Note: Before you complete *Game On!*, you may review your skills and get more practice by completing the following problems in *Principles of Mathematics 11*.

- Page 324, #5
- Page 333, #4, 5a, 5b, 9a, and 9c

Check your work in *Strengthening and Conditioning*.