

Course Assessment – Part A: Your Plan

#208

Your Email *

Please select your course & name from the drop-down menu. Contact Instructional Services if your course or name are incorrect or missing

Pre-College – Math I & II – Melissa Bickle – Spring 2017

Part A: Your Plan

[Directions](#)

1. Students will be able to add/subtract/multiply/divide fractions with an with the use of a calculator.

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 *

Outcome #2 *

2. Students will be able to access and use the Official GED formula sheet .

Outcome #3 *

3. Students will be able to calculate mean, median, mode and range when given a list of data.

Have you completed an assessment for this course prior to this term? Yes

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree, certificate or program outcomes do these course outcomes map?
[Degree, Certificate, & Program Outcomes](#)

- Pre-College Program

Method of Assessment

At the end of the fractions unit, I will use an exit ticket to assess my students' skill level.

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

Week 10, I will give an oral quiz on the application/use of the formula sheet.

Outcome #3: Method to assess student understanding *

Following the mean, median, mode, range unit, I will assess student knowledge of the math vocabulary by playing a match game. Students will be given vocab cards and definition cards and will be asked to match the math words with the corresponding definition. Students who miss 1 or more definitions will be given extra help and re-assessed at a later date.

4. How will you know if you were successful The exit ticket will clearly demonstrate which students have mastered

in your efforts to teach this outcome?

fractions and if additional instruction time is needed.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

Students will be able to quickly identify the correct formula to use for each math problem. Student response will identify areas that need to be re-taught.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

Students will be able to match the math vocabulary with the appropriate definition with zero errors.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1

Are you able to use the Official GED formula sheet in preparing for the Official GED exam?

Question #2

Do you understand the difference between Mean, Median, Mode and Range?

Do you require the names of students who complete the course evaluation survey? *

- No

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