

Course Assessment - Part A: Your Plan

COMPLETE

#610

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

MTH 212- Foundations of Elementary Mathematics II- Annette Byers- Winter 2022

*** Part A: Your Plan DIRECTIONS 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**

Extend mathematical content knowledge, including: operations involving fractions, decimals, ratio, proportion, percent, integers, and introductory statistics and probability.

*** Outcome #2**

Apply various problem-solving strategies to create mathematical models that will help analyze real world scenarios which focus on fractions, decimals, percent, and statistics.

*** Outcome #3**

Use the appropriate mathematical vocabulary necessary in the teaching of elementary math.

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

No

If yes, are you assessing different outcomes?

Yes

Comments:

I am using a variety of assignments to assess the three different outcomes.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Associate of Arts Oregon Transfer Pathway - Elementary Educator

*** Method of Assessment 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**

Fraction Choice Board Project. 1. Students will have the opportunity to watch a video and respond to the teaching technique that is demonstrated for showing how to solve fraction and decimal problems. 2. Make a game or activity that shows how to use fractions to solve problems. 3. Make a fraction collage using attribute pieces. Students will present their choice to the class and explain the techniques they used to solve the fraction, decimal, or percent problems.

*** Outcome #2: Method to assess student understanding**

Story Problem Presentation Project. Students will work with a partner to gather 10 different story problems that can be used for real world problem solving. Each topic in the course will be covered and presented. As a class we will determine how the problems are effective or could be changed.

*** Outcome #3: Method to assess student understanding**

Reflective Writing Assignment #3. Students will respond to a variety of questions, using proper mathematical vocabulary. The theme of the assignment is to explain to parents the important of using proper mathematical vocabulary.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

A score of 80% or better on the project.

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

A score of 80% or better on the project. Half of the points for the project will be given for class participation.

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

Using a writing rubric, students will score 3 out of 4 on the 3 different areas on the rubric. 9/12.

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

On a scale of 1-5, with 1 being low and 5 being high, how would you rate the work load for Math 212?

Question #2

Which assignment(s) did you find helpful to your understanding of how to teach fractions, decimals, or percent?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "Identify strategies" 3. ILO#4 - Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)