

**Course Evaluation Measures Menu**

**Course number: MAT 173**

**Course title: Math for Teachers 2**

**Campus location(s): Georgetown, Dover, Wilmington, Stanton**

**Effective semester: 2022-52**

**Core Course Performance Objectives**

1. **Differentiate between procedural fluency and conceptual understanding. (CCC 2,6)**
2. **Show physical items can be represented by a numeral in any numeration system by decomposing the amount into parts equal in size to the measuring unit. (CCC 2,6)**
3. **Utilize all component ideas involved in conceptually understanding the Hindu-Arabic numeration system to better understand a child’s struggle learning mathematics. (CCC 2,6)**
4. **Categorize addition and subtraction story problems. (CCC 2,6)**
5. **Relate conceptual understandings of addition and subtraction to algorithms. (CCC 2,6)**
6. **Interpret multiplication and division. (CCC 2,6)**
7. **Relate conceptual understandings of multiplication and division to algorithms and use representations to make sense and justify why those algorithms work. (CCC 2,6)**

**Summative Evaluations**

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| **Evaluation Measures:** | **CCPO(s)** |
| **Exams**   * Midterm * Final Exam | **1,2,3,4,5,6,7** |
| **Quizzes**   * Weekly Quizzes | **1,2,3,4,5** |
| **Projects**   * 3 total – this will be a menu and students will choose three to complete over the semester | **1,3,5,7** |
| **Formative Assessment**   * Exit tickets * Discussion boards * In-class activities | **1,2,3,4,5,6,7** |

**FINAL COURSE GRADE**

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| **Evaluation Measure** | **Percentage of final grade** |
| Exams- Summative (Equally Weighted) | 40% |
| Quizzes- Summative (Equally Weighted) | 15% |
| Projects- Summative (Equally Weighted) | 30% |
| Formative Assessment | 15% |
| TOTAL | 100% |

(Electronic Signature Permitted)

**Submitted by (Collegewide Lead):** \_\_\_\_\_\_\_\_\_\_Molli Carter\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**☐ Approved by counterparts**  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**X Reviewed by Curriculum Committee**  Date 4/4/22