Bemidji State University

MATH 6050: Assessment in the Mathematics Classroom

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

Examination of two important parts of assessment. First is the assessment of students: changes in assessment, new tools for assessment, implementing new assessments, and using the results of assessment. Second, teachers need to understand and know how to assess their teaching or changes in their teaching practices. Teachers learn to pose measurable questions, collect data, statistically analyze the data, interpret the data, and present conclusions. Teachers are given assistance in transferring this process to analyzing their teaching practices or programs in their school. Prerequisite: Teaching license or consent of the instructor.

B. COURSE EFFECTIVE DATES: 09/01/2008 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Individual and classroom assessment data types
2. Formative and summative assessment
3. Bias in assessment
4. Measures of location
5. Measures of spread
6. Graphical methods for displaying data
7. Basic probability concepts
8. Hypothesis testing
9. Confidence intervals
10. Introduction to regression and correlation

D. LEARNING OUTCOMES (General)

1. understand the value of making curricular and pedagogical decisions based on assessment data.
2. become comfortable using statistical software for assessment.
3. learn how to use basic graphical and inferential statistical techniques for K-12 student assessment.
4. build formative and summative assessments into their lesson plans for all math topics in their classroom.
5. present assessment data to their principal quantifying K-12 student performance.
6. exhibit advanced communication skills in both classroom discussions and their written work.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted