Assessing Quantitative Learning

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Today’s Agenda

• Introductions:
  – What do you hope to learn today?
  – Assessing QR in your classroom

• What are we assessing when we assess QR?

• Low Risk Strategies

• Rubrics, other approaches
What are we assessing?

• Numerical/mathematical fluency
• Interpreting mathematical information
• Logical, evidence-based reasoning & analysis
• Communicating quantitative information
• .... Effort (math is hard!)
Low-risk Strategies

• Completion score
  – Addressing QR issues is only one component
  – Students may have the opportunity to revise

• Grading for effort:
  – Instructor grading individuals/groups
  – Students grading their peers
  – Groups assessing other groups
  – Group grading: takes pressure off of the individual
MUSC 1300 UNIT 2 GROUP ACTIVITY EVALUATION

Breakdown (20 points total)

Evaluation of group performance from other teams (5 points)
Evaluation of group performance by instructor (10 points)
Evaluation of you by your teammates (5 points)

1. On a scale from 1 to 5, with 5 being the highest score possible, please rate the contributions of each of your teammates during today’s activity. You might consider preparedness, receptiveness to others' ideas, willingness to take initiative, etc.—and please include explanations as needed.

2. What is your opinion of the final product that your team created? After seeing what other teams came up with, and the feedback on your team’s work, is there anything you would want to change?

3. You should have viewed and responded to the work of at least two other teams. On a scale from 1 to 5, with 5 being the highest possible score, please rate each of the final products that you saw, clearly indicating the team number next to the score you assign. Criteria to consider might include: Was their product easy to understand? Did their work make sense?
Rubrics

• Association of American Colleges & Universities

• Hostos Quantitative Literacy Rubric

• Block grading?