

## PD15094 Report

Our task was to redefine how we evaluate C1 in our math classrooms. A grand task given a limited 2 day time span. Each teacher worked on this individually in their classrooms, attempting to come together and give real life problems, in lieu of the traditional unrealistic scenarios. We were able to meet and come up with some innovative ways to attempt this in our classrooms. Unfortunately, we found with the timing and vast levels we each teach it was difficult to agree on common goals as our curriculum differs greatly, and many of us do not overlap grade levels.

We were able to develop a structure that could be easily used for any subject matter that would be transferable to all grade levels and topics. We chose a modified model of the scientific method to provide students with a question and then ask them to work through the steps to attempt and answer the question using their knowledge of various mathematical concepts being worked on through the classroom curriculum.

Moving forward we will be able to use this model next year, reuse the questions we evaluated this year or simply modify the question to the ongoings of the world around us. This year we used rising gas prices (fractions and prices), painting projects (surface area), and building construction (similarity and area) to work with the space around us. Many of the examples we attempted this year can be implemented into the curriculum again. Looking forward, more time to look at consistent evaluation would be necessary to help standardize the process and help us work most productively as educators. We spent some time reviewing evaluations processes, but we all used such vast rubrics/procedures, to standardize the evaluation of the competency would be a lengthy process. We did compare the situational/practical competency evaluation rubrics from science and mathematics and attempted to bridge the two. Moving forward we hope to reuse the problems we made this year and further develop them. We will share them with any new math teachers, but have created a Google folder of the files we provided students this year. We are currently revising the evaluation rubric and would hope to finish this late June as we no longer had time to complete this task during our PDIG allotment.

The PDIG really allowed us to explore the groundwork for innovation and change in the competency, but we would need more time to develop this and create a database of usable situational with standardized evaluation criteria.