**Self-Assessment Written Assignment**

1. The skills and concepts that have been covered in this class up to now are listed below. Assess your understanding of each and place an X in the appropriate column.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Acquisition | Fluency | Generalization/ Adaptation |
| Order of Operations |  |  |  |
| Like terms |  |  |  |
| Factors/Multiples |  |  |  |
| Meaning of fractions |  |  |  |
| Ordering fractions |  |  |  |
| Add/Subtract fractions |  |  |  |
| Multiply/Divide Fractions |  |  |  |
| Meaning of percentages |  |  |  |

1. Select **one** of the following two questions to answer.

* Are there any areas in which you think you should be at a higher level? If so, what will you do about it?
* Choose one category in which you rate yourself the highest. What evidence do you have to support your rating?

1. Identify which of the four levels of learning identified by Haring and Eaton best fits each strategy.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Do many problems quickly and then go back and check answers.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Look in my textbook for different types of problems that use the same skill.
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Check each problem before going on to the next one.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain the steps of the problems using the correct vocabulary.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Explain how previous material connects to a new concept.
7. Write a response to **one** of the prompts listed below…
   * Describe a way in which you have “copped-out” about assessing your understanding in a math class.
   * Describe a way in which you used self-assessment to help you learn in a math class.
   * Describe a common error you know you make in math and explain a strategy you can use to correct this error.

**Thinking Ahead About Percentages** – You should understand these questions fully before the next class. Check your answers with the key on your instructor’s website. You can get help with this work from the following sources:

* p. 21-22 of your textbook
* Visit your instructor during office hours
* Go to the Algebra Alcove
* Use the following resources on the Internet:

**Meaning of Percent and Conversions**

* <http://www.mathgoodies.com/LESSONS/vol4/meaning_percent.html>

**Conversion**

* + <http://www.youtube.com/watch?v=RvtdlnYFNhc>

**Estimation**

* + <http://www.hellam.net/maths2000/percent1.html>

**Convert #1-4 to decimals. Convert #5-8 to percents.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. 26% | 1. 1.87% | 1. 321% | 1. .0097% |
| 1. .74 | 1. .0023 | 1. 12 | 1. 3 |

**For each situation, select the best estimate from below. Answers may be used more than once.**

|  |  |  |  |
| --- | --- | --- | --- |
| < 1% | Between 1% and 50% | Between 50% and 100% | >100% |

1. Three students as a percentage of the students in your math class.
2. Three students as a percentage of the students at Fort Lewis.
3. Three students as a percentage of the starting basketball team (5 players).
4. The percentage of wins of a team with a winning season.
5. The percentage of your salary after a raise compared to before the raise.
6. One day as a percentage of the week.
7. A normal child’s height at age 5 compared to age 3.
8. One gallon of gas as a percentage of all the gas used in Colorado in a year.