# TRANSITION TO QUANTITATIVE LITERACY AND STATISTICS

**COURSE DESCRIPTION**

The Transition to Quantitative Literacy and Statistics course is intended for students whose career goals do not involve occupations relating to College Algebra or Technical Math, as well as those students who have not yet selected a career goal. Successful completion of this course guarantees student placement into a credit-bearing general education mathematics course or its equivalent at any Illinois community college and select universities. Essential topics include numeracy, algebra, and functions and modeling. At least one additional topic will be chosen from the following list: systems of equations and inequalities, probability and statistics, and proportional reasoning. This course is focused on attaining competency in general statistics, data analysis, quantitative literacy, and problem solving.

Transition to Quantitative Literacy and Statistics will be utilizing MARKS grading.

**COURSE LEARNING OUTCOMES**

By the end of this course, students will:

1. apply, analyze, and evaluate the characteristics of numbers in authentic modeling and problem solving situations.
2. perform operations on numbers and make use of those operations in authentic modeling and problem solving situations.
3. propose various alternatives, determine reasonableness, and then select optimal estimates to justify solutions.
4. demonstrate understanding of the characteristics of variables and expressions and apply this knowledge in authentic modeling and problem solving situations.
5. perform operations on expressions in authentic modeling and problem solving situations.
6. create, solve, and reason with equations and inequalities in the context of authentic modeling and problem solving situations.
7. apply, analyze and evaluate the characteristics of functions in authentic modeling and problem solving situations.
8. build and use functions including linear, nonlinear, and geometric models in authentic modeling and problem solving situations.
9. evaluate mathematical models and explain the limitations of those models.

**COURSE REPORTING STRANDS**

**Semester 1**

Personal Finance
Statistics and Predictions

**Semester 2**

Constructing our World
Math in Decision Making
Capstone Project

**DISTRICT RESOURCES**

District Website: https://www.u-46.org/Page/13606

Chromebook: Charged Chromebooks are to be brought to class on a daily basis. If a student does not bring his or her Chromebook, the student is expected to continue participating in class and complete all class work.

**SPECIFIC COURSE ACTIVITIES**

In order to demonstrate proficiency in course standards, students will need to:

1. Participate in class activities (take notes, contribute to group work, complete in-class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments (formative and summative).
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

**MAKEUP POLICY**

Summative assessments that are missed will be marked "missing" or "not evaluated" in the grade book until completed. Students have five school attendance days to complete a missed assessment. Incomplete assessments result in a lack of evidence of student's understanding and may cause a student to fail.

**GRADE SUMMARY**

| | |
|---|---|
| Unit Summative Assessments | 50% |
| Problem Based Learning Projects | 30% |
| Midterm Exam | 10% |
| Final Exam | 10% |

**OVERALL GRADE DETERMINATION**

To successfully complete the course and earn an overall grade of C or better, students must complete <u>all</u> summative assessments.

Unit Summative Assessments and Problem Based Learning Projects

| Letter Grade | Proficiency Score | What Does The Proficiency Score Mean? |
|---|---|---|
| A | 4 | Demonstrates ability to apply extended thinking about the skills and knowledge of the standard |
| B | 3 | Demonstrates skills and knowledge of the standard |
| C | 2 | Demonstrates a basic understanding of the skills and knowledge of the standard |
| D | 1 | Demonstrates a below basic understanding of the standard; may demonstrate gaps in skills & knowledge |
| E | 0 | There is no, or insufficient, evidence of learning to assess the standard at this time |

Midterm and Final Grade Scale

| Letter Grade | Percent |
|---|---|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| E | Below 60% |

Competency based rubrics with set criteria will be used to determine students' level of proficiency using the 0-4 scale. Rubrics will be distributed at the beginning of a unit of study and will be referred to throughout the learning progression for the purpose of providing feedback.

Infinite Campus will be used to communicate students' proficiency in the course. The equal incremental grading scale to determine a letter grade is below.

| Equal Incremental Grading | |
|---|---|
| A | 3.21 – 4.00 |
| B | 2.41 – 3.20 |
| C | 1.61 – 2.40 |
| D | 0.81 – 1.60 |
| E | 0.80 - Below |

**REASSESSMENTS**

Reassessments will not be allowed on the midterm and final exam assessments

Students will have one reassessment opportunity to demonstrate higher levels of achievement on other summative assessments after evidence of re-learning has been demonstrated. The opportunities may be initiated by the instructor or the student, but always at the discretion of the teacher. Reassessments must be completed within a reasonable time of the original assessment being returned to the student.

After a reassessment, the most current grade will show in Infinite Campus. For example, if a student starts with a 2 and then earns a 1 on a reassessment, the 1 will be the score reflected within Infinite Campus and in grade determination. If the student instead earns a 3, the 3 will be the score reflected.

**LATE WORK**

Any late work that a student may have must be turned in within the reassessment window. Once the reassessment window is closed, the assessment will no longer be accepted.

**EXTRA CREDIT AND BONUS POINTS**

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class. The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student's academic grade.

**ACADEMIC DISHONESTY/PLAGIARISM POLICY**

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one's own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

**TRANSITIONING TO COMMUNITY COLLEGE FROM TRANSITIONAL MATH QUANTITATIVE LITERACY AND STATISTICS**

The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation, is eligible to enroll in MTH 102 General Education Statistics (IAI Gen Ed: M1 902), MTH 104 Liberal Arts Mathematics (IAI Gen Ed: M1 904), or MTH 107 Technical Math without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the student's high school transcript.