

## How Did You Get That? Improving Open Responses in Math

2 Day Course (1 graduate credit or 22.5 PDPs)

### Course Description

Open response questions in math – questions that ask students to show or explain answers – are often the most difficult problems for students to solve. They also present a unique window into student thinking. The purpose of this course is to look carefully at student work on open response questions, diagnose underlying weaknesses in reading comprehension, written expression or mathematical understanding, and develop strategies that produce complete and thorough answers. Participants will learn techniques to get every student involved in mathematical thinking and show students how to take more responsibility for learning. There will be a special emphasis on designing quick assessments, improving mathematical vocabulary, computing, and reading strategies for math. Participants will learn focused criteria to score open response answers and create great math assignments. All examples will align with the state frameworks for math. Topics will be selected for grades 3-10 in the five strands: number sense and operations, patterns and algebra, geometry, measurement, and data and statistics.

### Praise for Collins Courses

Teachers love our courses. From the summer of 2001 to the present, participants filled out an evaluation of each course. One question was, “Compared to other workshops you have attended, how would you rate this workshop?” The teachers were given a one to ten scale: a one described as “not effective at all,” a five as “an average experience,” and a ten as “one of the best I have attended.” The average score was a 9.7.

**Cost:** \$150 (plus \$50 for optional graduate credit through Endicott College)

**Time:** 8:00-3:15

**Instructor:** Bill Atwood, [thebillatwood@gmail.com](mailto:thebillatwood@gmail.com) 617-686-2330

**How to register:** Contact Collins Education Associates ♦ 1-800-932-4477 or online at [www.collinsed.com](http://www.collinsed.com)