STUDENT PORTFOLIO

Student Portfolio

“My teacher has helped me become more responsible because of her requirement of turning in my notebook before every test. I paid more attention to my assignments, and this helped my test grades.”
- student

One of the steps toward being a successful student is to organize course materials such as class notes, homework, tests, quizzes, and vocabulary. The student portfolio will assist you in keeping a structured notebook. This will be particularly helpful when reviewing and studying for tests. It will also be a showcase for your best work, and it provide evidence of your hard work and discipline in this course.

For your portfolio, use a 1 ½-inch (or larger) 3-ring binder in which to keep your materials. In the pages here, you will find a cover sheet for your portfolio and a suggested table of contents. All work that is kept in the portfolio should be done on 8 ½” by 11” paper with neat edges. All homework and other work and must be numbered and labeled clearly for your instructor to check the completeness of your work.

Name (First Last): ________________________________

Semester & Year: ________________________________

Course Dept & Number: __________________________

Course Name: _________________________________

CRN: ___________________ Section: _____________

Bldg./Rooms: _________________________________

Days/Times of Class: ____________________________

Instructor: _________________________________
STUDENT PORTFOLIO

Directions

• 3-hole-punch all papers which are not already 3-hole-punched.
• MATHZONE Homework and Quizzes: When doing homework in MathZone, it’s too tempting to work on “scrap” paper. You need to use a fuller process, just like with a textbook. So to help you do this and organize, do all the following.
  For all homework, quizzes, etc. in class, in MathZone, in the book, etc.
  1. Copy algebra expressions/equations given carefully.
  2. Neatly show as much work as I show in class or as shown in text examples.
  3. Write down and circle final answers as you will type it into the computer.
     a. Answer writing and word problem exercises in words using complete sentences.
  4. Check answers to any problems (not in MathZone) that have answers in the back.
     a. Mark them as correct “√” or erred “×” (and ASK where you still need help).
     b. You should rework erred (“×”) problems until correct (get help if necessary) before considering your homework “finished.”
  5. SUBMIT homework and quizzes as soon as you are “done”. I can’t see any grade for you or any of your work there until you type in an answer and submit.

• You need to create at least one tabbed section for each of the following main headings.

TABLE OF CONTENTS

Introduction: Course Information
  • Portfolio Info pages:
    o Cover Page
    o Table of Contents
    o Portfolio Self-Assessment Sheet – update after each chapter quiz
    o Attitude Surveys (two; complete the first as soon as printed and second at semester end)
    o Homework Guidelines
    o Test Corrections Guidelines & Correction Project Directions
  • Course Syllabus – all pages and parts in this order -Includes:
    o First Day Handout
    o Course Outline (Department’s)
    o Course Grading and Policies
    o Your Grade Record Form
    o Schedule
    o Homework List
  • Syllabus Questionnaire (once graded – turn in when due)
  • Course Contract (your copy – turn in original with the Syllabus Questionnaire when due)

Review: Chapters 1-6 (as necessary, Ch 5 & 6 will be more thoroughly quizzed/tested)
  Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)
Chapter 7 - Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)
Chapter 8 - Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)
Chapter 9 - Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)
Chapter 10 - Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)
Chapter 11 - Notes, Key terms/concepts, Homework, Quiz and Corrections (all tries)

Major Tests/Exams:
  Midterm Test 1: Dept Review homework assigned, Test 1, and corrections
  Midterm Test 2: Dept Review homework assigned, Test 2, and corrections
  Final Exam: Dept Review homework (new since Test 2 and items re-worked for final exam)
**Name:** __________________  **PORTFOLIO SELF-ASSESSMENT**  **CRN:** __________________

**Directions:** The instructor may want to review your portfolio at different times during the semester. After you are quizzed on each chapter and tested in class, YOU use this sheet to rate how well you have completed the assigned material. **Assign yourself a grade** from “A” to “F” for your efforts on the notes/key terms/concepts, homework, and quiz/test corrections.

It is important that you realize that **you assign these portfolio grades**. The portfolio directs you toward an honest and realistic assessment of your own performance. Your teacher will either agree or disagree with the grades you give yourself.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Chapter:</th>
<th>Reviews (1 – 4, 5 &amp; 6)</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>Mid-term Test 1 (are in all chapters to that point)</th>
<th>Mid-term Test 2 (are in all chapters to that point)</th>
<th>Final Exam (are in all chapters to that point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Notes/Key Terms/Concepts:</strong> Rate by the number of words not defined. All definitions should be in your own words with corresponding examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(as needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All words done</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td><strong>Homework:</strong> Rate by the percentage of homework completed. All problems numbered and neatly written following the homework guidelines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(as needed, be sure to try Ch 5 &amp; Ch 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96-100%</td>
<td>91-95%</td>
<td>86-90%</td>
<td>80-85%</td>
<td>less than 80%</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>*<strong>Quiz/Test Corrections:</strong> Rate by the number of problems not corrected (for quizzes, base this on your latest attempt). All corrections should be done on another sheet of paper, with written explanations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All problems corrected</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

* Please note that you cannot do test corrections until the instructor grades your test and hands it back. As soon as the test is returned to you, you should correct your mistakes with written explanations as described in the Test Corrections Guidelines.
**MATHEMATICS ATTITUDE SURVEY**

**Directions:** This survey investigates your attitudes and opinions toward mathematics. Two blank survey forms are provided here. Complete one during the first week of class, and place it in the introductory section of your portfolio. Complete the second survey form during the last week of class. After completing the second form, spend a few minutes comparing your responses. Have any of your opinions changed? Has your attitude toward mathematics changed since the beginning of the semester?

A = Strongly Agree  
B = Agree  
C = No Opinion  
D = Disagree  
E = Strongly Disagree

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Math is fun.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2. I learn math better when I learn concepts as opposed to memorizing steps.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3. I have a fear of math.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4. I have positive feelings about my ability in math.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5. Algebra has no useful applications in my life.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6. The final answer in a math problem is not as important as the problem solving strategies used to arrive at the answer.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7. Math is a language.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>8. I want to understand algebra better.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9. Studying algebra will improve my problem solving skills.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10. Math should not be required in college.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>11. I experience anxiety when I study algebra.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>12. I frequently use essays as a means to explain difficult concepts in algebra.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
MATHEMATICS ATTITUDE SURVEY

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A = Strongly Agree  
B = Agree  
C = No Opinion  
D = Disagree  
E = Strongly Disagree

2. Math is fun. A B C D E

3. I learn math better when I learn concepts as opposed to memorizing steps. A B C D E

4. I have a fear of math. A B C D E

5. I have positive feelings about my ability in math. A B C D E

6. Algebra has no useful applications in my life. A B C D E

7. The final answer in a math problem is not as important as the problem solving strategies used to arrive at the answer. A B C D E

8. Math is a language. A B C D E

9. I want to understand algebra better. A B C D E

10. Studying algebra will improve my problem solving skills. A B C D E

11. Math should not be required in college. A B C D E

12. I experience anxiety when I study algebra. A B C D E

13. I frequently use essays as a means to explain difficult concepts in algebra. A B C D E
Homework Guidelines

To obtain the maximum benefit from your homework, complete your homework using the following guidelines:

1. Do all your homework before the next class period. The concepts practiced in the homework will probably be used as “building blocks” for the next section of material. Try not to fall behind.

2. The homework should be done neatly on 8 ½ by 11 inch loose-leaf paper. Split the page in ½ and step down between steps. Use as much space as you need and show all steps. At the top right of each page, label the section number and page number you are working from. When you are finished, place the assignment in the appropriate section in your portfolio.

3. Attempt each homework problem by yourself first before seeking assistance. After you have completed a problem, check your answer if possible.

4. Attempt every problem! If you still cannot answer a question after making a valiant effort, see your instructor, a classmate, or a tutor for help. Try not to let a single question go unanswered.

5. For any problem you had trouble with, place written comments in the margins to help you remember the proper solution. These comments can also be used to guard against common errors. It’s not a bad idea to write your comments in color to draw attention to the trouble spots.

6. Learning formulas and important definitions is part of your homework. Complete the vocabulary sheets for each chapter and place them in your portfolio. Make index cards for important formulas and ideas.

7. To help you study for exams, work sample problems on index cards with written explanations on the back of the card.

8. Don’t hesitate to get extra practice. You can certainly do extra homework problems from the text, or you can make use of instructional software and video tapes.
TEST CORRECTION GUIDELINES - PORTFOLIO

Most students view exams strictly as a device to determine grades. Unfortunately, this point of view does not recognize the most important purpose of testing. Tests allow students to demonstrate their strengths and diagnose their weaknesses. If students don’t want to repeat the same mistakes over and over again, they need to learn from them.

To obtain the maximum benefit from your tests, it’s best to correct your mistakes using the following guidelines:

1. Work the test corrections on a **separate sheet of paper** so as not to confuse the wrong solution with the corrected one.

2. Fold the paper in half lengthwise. Write the proper solution to each question that you missed on the left-hand side of the page. On the right-hand side, **add written comments** explaining the correct procedure to work the problem. It is also helpful to make note of what you did wrong and how you corrected the mistake. Your written explanation is probably more important than the actual mathematical correction. You need to understand and be able to articulate what you did wrong.

3. **Place your test and your corrections in your portfolio.** Remember, one of the best ways to study for your final exam is to study from your old tests.

The following is an example of a test correction done in the proper format:

<table>
<thead>
<tr>
<th>Gus Miller</th>
<th>Test Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/18/04</td>
<td>Exam #1</td>
</tr>
</tbody>
</table>

**Problem #3)**

Solve: 4 – 3(x + 7) = 10

**Correct Solution:**

\[
4 - 3(x + 7) = 10
\]

\[
4 - 3x - 21 = 10
\]

\[
-3x - 17 = 10
\]

\[
-3x = 10 + 17
\]

\[
-3x = 27
\]

\[
\frac{-3x}{-3} = \frac{27}{-3}
\]

\[
x = -9
\]

**Explanation:**

Original problem

Clear parentheses (don’t forget to distribute the negative sign)

Combine like terms

Isolate the variable term on one side

Simplify

Divide by coefficient (\(\div\) by –3 rather than 3)

Simplify
For **all errors** you on any assignment in any math class, you need correct them by doing the following self-analysis. You may only **turn in a few corrected problems** to me (exact number is announced in class). The type and number of points possible for this assignment will be announced in class.

**NOTE:** I mark correct work with √’s. I mark errors by circling, putting an X through it, or by marking with negative points (showing points off there).

- Look over your paper as soon as you get it back to see if I’ve made any grading errors. If so, bring them to my attention. (Yes, this can happen!)
- **Do not show your (correct or erred) original work paper to your classmates if working together.** One of the goals here is to get you to **talk about** mathematics. You may show someone how to do a problem, but do it on fresh paper. Talk them through it with the pencil in their hand.
- **DO NOT WRITE ON or ALTER YOUR ORIGINAL WORK PAPER.**
  1. If I’ve made a grading error and you’ve written on it after getting it back, you can’t retrieve those lost points.
  2. I will be comparing your corrections to the original work as part of this process.
- Do all correction work on **SEPARATE, lined, loose-leaf PAPER (or graph paper for graphs).** Label in the upper right-hand corner with your name (last, first), the course, the type-of-grade & # followed by “Correction” (e.g., Quiz 1 Correction), the DUE date, your class start-time.
- Choose the problem(s) you most need to fix (those where you lost the most points and are having the most trouble). Include any bonus problems you omitted in this list for each project.
- Follow the example format and directions below. **Papers not in the format receive zero credit.**
- **YOU MUST GET HELP on this** (from me or any other NWACC tutor eligible to tutor this course.) Have the tutor(s) initial by each problem as they help you with it. **Papers not checked and initialed by me or a tutor before turning in for grading receive zero credit.**
- Turn in both the original work AND the correction project.
- **Do not staple.**
- **Do not turn in this sheet, but DO KEEP IT FOR FUTURE REFERENCE.**
- **Do turn in** the correction assignment **on time.**

For problem you’re correcting and turning in to me, you must show all 5 steps to receive credit:

a) **Copy the 1st error of each problem.** THIS IS NOT THE PROBLEM STATEMENT. It’s the circled or X’d step. If you **did not try** the problem, put the letter a), but LEAVE it BLANK.

b) **IN WORDS** (use correct English)- State what the **mathematical** error is. (ASK me or a tutor if you’re not sure. **Don’t** write: “I didn’t know how”, or “I didn’t have time”, as these are **not** mathematical errors, put the letter b), but leave blank.

c) **IN WORDS** (use correct English)- State what the **correct mathematical step** is. ASK (me, a classmate, a tutor) if not sure.

d) State the type of error as P (for procedural) or C (for conceptual):
   A procedural error is a small mistake you didn’t catch (if you find yourself saying – “I knew that!,” it’s probably procedural).
   A conceptual error means you had some problems with the concept itself (you weren’t sure how to do the problem).

e) **Do not copy down the problem nor all your work. Copy down just your last correct step** (if nothing was correct you may copy down the problem statement). **CORRECT THE math ERROR(s) and FINISH THE PROBLEM CORRECTLY AND COMPLETELY FROM THERE.** (Uncorrected problems receive zero credit, no matter how much discussion goes before.)
# Sample original question and work:

**Correction:**

<table>
<thead>
<tr>
<th>#</th>
<th></th>
<th>brief description of step type (you don’t need to write this info.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a)</td>
<td>←first erred step</td>
</tr>
<tr>
<td></td>
<td>b)</td>
<td>←words describing erred step</td>
</tr>
<tr>
<td></td>
<td>c)</td>
<td>←words describing correct step</td>
</tr>
<tr>
<td></td>
<td>d)</td>
<td>←your perception of type of error</td>
</tr>
<tr>
<td></td>
<td>e)</td>
<td>←corrected from error to end</td>
</tr>
</tbody>
</table>

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**Example**

PDF created with pdfFactory trial version [www.pdffactory.com](http://www.pdffactory.com)
Syllabus Questionnaire

Complete this page and turn it in by the due date announced in class.
Answer the following according to the course SYLLABUS + (includes a review of the following files
in My NWACC Connection or on my Faculty Web-Page for this course): Syllabus-First Day
Handout; MATH ####-Course Outline (from MPT Dept); Schedule & Homework; Grading
and Other Policies; Grade Record Form; Text’s Table of Contents or the Dept Topic
Outline).

1) What are the course name: __________________________; dept-&-number______________
and CRN (line no.): __________________
2) What is your instructors’ last name (spell correctly)? _____________________________
3) What is her office number (write both bldg abbr and room number)? __________________
4) What is her office phone number? ____________
   What is her a) email address (again, spell correctly)? ____________________________@nwacc.edu
   What is her faculty web-page address? _____________________________
5) What is YOUR NWACC email address? ____________________________@nwacc.edu
6) State the grade you desire in this course: ______, the lowest number of points needed: ______,
and lowest percentage needed: ______% to achieve that.
7) Where should you record your grades on returned items? _____________________________
   Where else can you see your grades (once I post them)? _____________________________
8) List the days and times from my listed office hours listed that you can see me (say “none” only if there
are absolutely none on my list that work with your schedule, continue on the back if more than 4).
   Day: ___________ Time: ___________  Day: ___________ Time: ___________
   Day: ___________ Time: ___________  Day: ___________ Time: ___________
9) What calculators are recommended? ____________________________
   What ones are not allowed on Exams (Math Dept policy)? ____________________________
10) A) Write down the third of the CORE COURSE OBJECTIVES - CONTENT you will demonstrate for
    this course. ____________________________
    B) List one chapter and section number in the REQUIRED SECTION COVERAGE of a topic related
to the objective above that’s (see: Table of Contents or course Topic List). ____________________________
11) What happens if you must miss a Midterm Test (not a quiz or the final exam) (hint – see Make-up/late
work policies)? Describe this fully. ____________________________
12) Name one place and way (see Student Resources) you can get FREE help from NWACC.
    Place: ____________________________Way: ____________________________
13) How long will you usually have at/near the beginning of class for the Daily Grade? ____________________________
14) A) What is the rule of thumb for how much you write down during a Lecture?
    B) Where can you access videos if you miss a lecture? ____________________________
15) What are the day and date of your first Test (not quiz)? ____________________________
16) What are the day, date, start and end times of your Final Exam?
    Day: ___________ Date: ___________ Start-Time: ___________ End-Time: ___________
COURSE CONTRACT:

Read, complete, and sign the course contract which follows. Keep a Xeroxed copy of your completed and signed contract in your portfolio notebook. Turn in the original with the Syllabus Questionnaire. This page will not be returned.

I ___________________________ ___________________________ was present each of the first few days of ___________________________ class, when the instructor discussed and answered questions about this syllabus, or I have reviewed it on my own. I have carefully read the fuller syllabus (including the following files: Syllabus-First Day Handout; MATH ####-Course Outline; Grading and Other Policies; Schedule; Homework List) and am aware of the requirements for success in this course. I have asked the instructor any questions necessary to understanding it. I understand what is required of me and I agree to do the work necessary for attaining my desired grade of:

_________________________ (state the one you plan to earn of: A, B or C), which will enable me to enter a next course in the mathematics sequence. This includes preparing for class, attending class and taking notes on the lecture, working homework exercises, quizzes, and corrections, asking questions of classmates and the instructor, preparing myself for tests and the final exam, and may also require my getting assistance from tutors in the Math Café or Learning Lab or from the instructor in her office. In addition, I may need to find a study partner, view video lectures (from the library or in the course tutorial software), or make use of the (required/optional) computer tutorial software.

_________________________ (signature) _____ (date)