



Pearson

New Corequisite Solutions with a Mindset Emphasis

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32nd Annual Mathematics Conference

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Purpose

To share new MyLab Math solutions
for corequisite courses – or any courses

Topics

1. Addressing academic mindset
2. Designing corequisite remediation
3. Monitoring student progress
4. Coming Soon: Adaptive Homework, Corequisite Support Modules



Academic Mindset

USG Momentum Year Initiative

“

A starting point that helps students find their path, get on that path, and build velocity in the direction of their goals”

~ [Complete College Georgia](#)



USG Momentum Year Initiative

WHAT IS MOMENTUM YEAR?

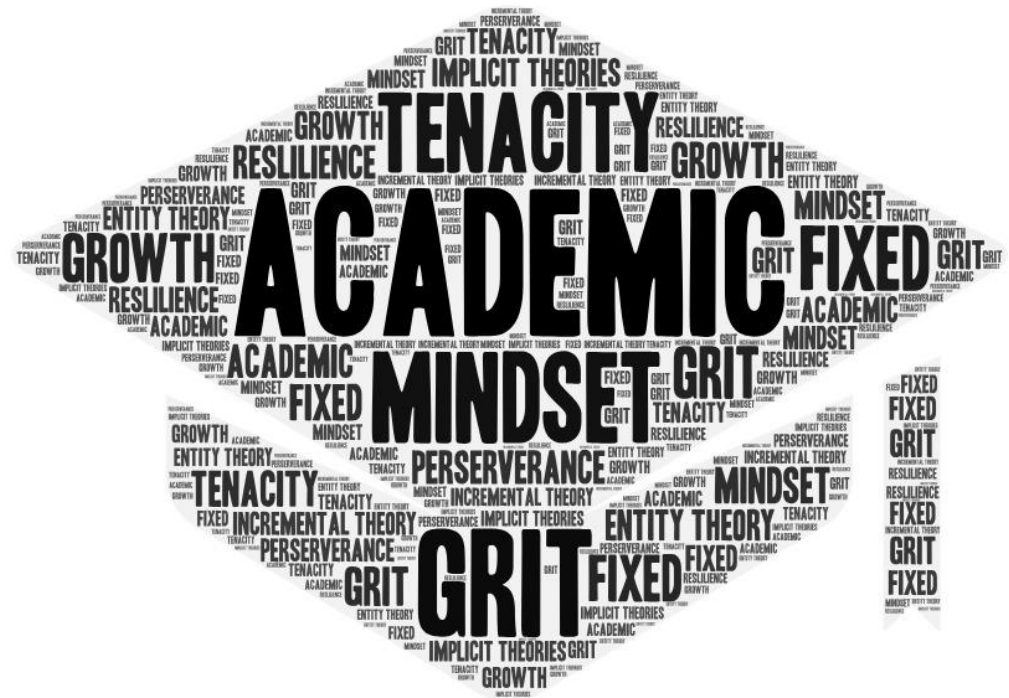
Evidence-based research confirms that college students are most successful when they:

START	ENTER	FOLLOW		
out their college careers by making a purposeful choice in a focus area or program,	with a productive academic mindset,	a clearly sequenced program maps that include:		
		core English and math	9 credits in the student's academic focus area	30 credits
		in their first year		

Academic Mindset

Non-cognitive factors that promote long-term learning and achievement

- Focus on long-term goals
- Persevere towards goals



Mindset – Growth or Fixed?

Growth Mindset ~ one's knowledge can increase, is malleable

Fixed Mindset ~ one's knowledge is unchangeable, innate


TABLE 1 Academic Mindsets, for Those With More of an Entity Versus Incremental Implicit Theory of Intelligence		
	<i>Entity Theory</i>	<i>Incremental Theory</i>
Goals	Look smart	Learn
Value of effort, help, and strategies?	Higher	Lower (sic)
Response to challenge	Tendency to give up	Work harder and smarter
Changes in grades during times of adversity	Decrease or remain low	Increase

From: Yeager, DS & Dweck, CS. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist* 47(4), 302-314

Instructors can affect students' mindsets!

- Instructors with a fixed mindset affect students' motivation and expectations
- Instructors praising intelligence rather than effort has been shown to sometimes backfire – affecting student's pursuits of more difficult tasks





Mindset in MyLab Math/ Statistics

MyLab Math: Mindset Instructor Guide

Understanding and Implementing Mindset

Brief Background on Mindset Theory	1
Suggested Implementation of Mindset Material	1
Learning Objectives.....	2
Video Links and Descriptions	3
Writing Assignments and Sample Student Responses	3
Additional Mindset Teaching Resources	6

Brief Background on Mindset Theory

Many instructors are familiar with students who become discouraged with challenging work and give up because they don't think they have what it takes to succeed.

Mindset is an idea proposed by Stanford University psychologist Carol Dweck based on her research in motivation and development. According to Dweck, people generally have a tendency to think with one of two different mindsets: a fixed mindset or a growth mindset. People with a tendency toward a fixed mindset believe that their intelligence is fixed at birth and that they cannot do much to change it. People with a tendency toward a growth mindset believe that their talents, abilities, and intelligence can be developed through hard work and effective strategies. In fact, studies show that teaching students how to adopt a growth mindset can improve their learning.

Skills for Success Module

MyLab Math

- Main Menu
- Skills for Success
 - Mindset**
 - College Success Modules
 - Professionalism Tools

Mindset


The Concept of Mindset

Mindset is an idea proposed by Stanford University psychologist Carol Dweck based on her research in motivation and development. According to Dweck, people generally have a tendency to think with one of two different mindsets: a fixed mindset or a growth mindset. People with a tendency toward a fixed mindset believe that their intelligence is fixed at birth and that they cannot do much to change it. People with a tendency toward a growth mindset believe that their talents, abilities, and intelligence can be developed through hard work and effective strategies. Studies show that adopting a **growth mindset** can improve the way you learn and give you a healthier way to approach setbacks and failures. Watch the videos below to learn more!


Video 1: Do You Have a Growth Mindset?

 **Learning Objectives**

- ▶ Differentiate between a fixed mindset and a growth mindset.
- ▶ Explain how working on challenging problems causes the brain to grow.
- ▶ Describe a benefit of having a growth mindset.

 Watch the [Video 1: Do You Have a Growth Mindset?](#) video.


Video 2: The Power of Making Mistakes

 **Learning Objectives:**

- ▶ Compare the responses of people with a growth mindset vs. fixed mindset when they make a mistake or encounter a setback.
- ▶ Explain why making mistakes is a normal part of the learning process.
- ▶ List three ways people can apply a growth mindset when they make a mistake.

 Watch the [Video 2: The Power of Making Mistakes](#) video.

Video 3: The Power of "Yet"

 **Learning Objectives:**

- ▶ Explain the role of the word "yet" in building a growth mindset.
- ▶ Explain the difference between a fixed mindset and a growth mindset.
- ▶ Explain the importance of embracing the power of yet.

Mindset: Assignable Exercises

College Algebra (Blitzer 7e, Demo - Jan 15th)

New Homework

1 Start

2 Select Media and Questions

3 Choose Settings

Name

Growth Mindset

Book

Blitzer: College Algebra, 7e [Change...](#)

Chapter

SSM1. Mindset

Section

All Sections

Objective

All Objectives

Availability

All questions

Question Source

☒ Show publisher questions

☐ Show additional test bank questions

☒ Show custom questions (+) for this book

☐ Show other custom questions [Refine Selection ...](#)

(+) [Create my own questions](#)

Questions

Media

Available Questions (12)

☐ Question ID

☐ SSM1.1 Write Q-1

☐ SSM1.1 Write Q-2

☐ SSM1.1 Write Q-3

☐ SSM1.2 Write Q-1

☐ SSM1.2 Write Q-2

☐ SSM1.2 Write Q-3

☐ SSM1.3 Write Q-1

☐ SSM1.3 Write Q-2

Add

Remove

My Selections (0)

#

Question ID / Media

Section / Book Association

Estimated time: 0s

Questions: 0

Points: 0

Click **Questions** to select questions and click **Media** to select media.
Click **Add** to include selected questions or media in this assignment.

14

Mindset: Assignable Exercises

Preview and Add to Homework



Items in your Homework: 0

Preview Item: 1 of 12 | Item #: SSM1.1 Write Q-1

Section SSM1.1 | Objective: Differentiate between a fixed mindset and a growth mindset.

Availability: Tests and Quizzes

Origin: Publisher

 Question Help 

[Click here to watch the video.](#)

Briefly explain the difference between a growth mindset and a fixed mindset.

Question is complete. Tap on the red indicators to see incorrect answers.

All parts showing




COLLEGE ALGEBRA

CONCEPTS THROUGH FUNCTIONS

Fourth Edition

Corequisite
Solution

 Pearson

Sullivan
Sullivan

Sullivan: Corequisite Support Material

MyLab Math

Main Menu

Corequisite Support
Material

Corequisite Support TOC

Course Set-Up Video

Corequisite Support
eText

Author in Action Videos
for Corequisite Material

Math Study Skills Videos

Classroom Activities

Math Study Skills Videos

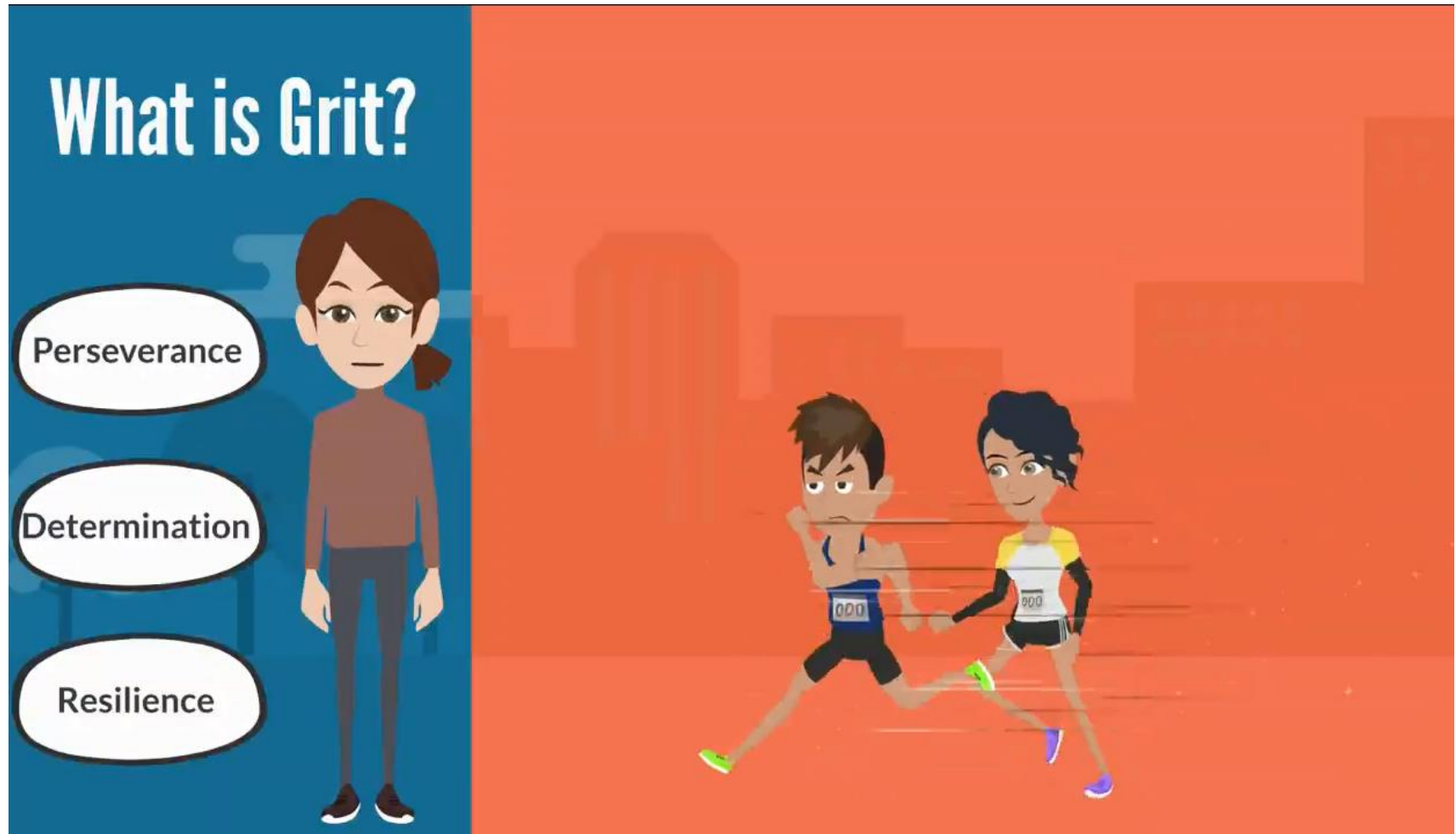
Math Study Skills Videos

These short videos, created by authors Jessica Bernards and Wendy Fresh, are study skills videos specifically related to math.

The animated character, Polly Nomial, will guide you through each specific study skill and show how you can implement these skills into your math class.

- ▶ [How Learning Math is Different \(05:26\)](#)
- ▶ [Grit and a Growth Mindset in Math \(05:01\)](#)
- ▶ [Resources Available for Help \(04:01\)](#)
- ▶ [Time Management \(06:08\)](#)
- ▶ [How to Be an Effective Listener and How to Take Notes \(05:33\)](#)
- ▶ [How to Do Homework the Right Way \(05:45\)](#)
- ▶ [How to Study for a Math Exam \(06:14\)](#)
- ▶ [Overcoming Math and Test Anxiety \(05:21\)](#)

Meet Polly Nomial



New Homework



1 Start 2 Select Media and Questions 3 Choose Settings

Name tester

Book Sullivan: College Algebra: Concepts Through Functions Corequisite, 4e (2019)
[Change...](#)

Chapter SS. Study Skills for Math ▼

Section All Sections ▼

Objective All Objectives ▼

Availability All questions ▼

Question Source

- ☒ Show publisher questions
 - ☐ Show additional test bank questions
 - ☒ Show custom questions (+) for this book
 - ☐ Show other custom questions [Refine Selection ...](#)
- (+) [Create my own questions](#)

Questions

Media

Available Questions (16)

- ☐ Question ID
- ☐ SS.1.1
- ☐ SS.1.2
- ☐ SS.2.1
- ☐ SS.2.2
- ☐ SS.3.1
- ☐ SS.3.2
- ☐ SS.4.1
- ☐ SS.4.2

Add ▶

◀ Remove

My Selections (0)

#	Question ID / Media	Section / Book Association	Points on assignment: 0
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Questions on assignment: 0

Click **Questions** to select questions and click **Media** to select media.
Click **Add** to include selected questions or media in this assignment.

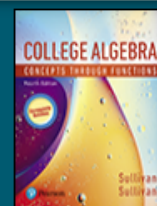


Designing Corequisite Remediation

MyLab | Math

College Algebra: Concepts Through Functions, A Corequisite Solution FOURTH EDITION

Sullivan, Sullivan III, Bernards, Fresh



Welcome to College Algebra: Concepts Through Functions, A Corequisite Solution

You may be asking, "What is corequisite?" Corequisite courses combine reviewing skills first presented in high school with a corresponding college-level course. The logic behind this new model is that most students have seen a majority of the content in the prerequisite courses at some point in their high school careers. Rather than re-teach the same material in separate non-credit bearing courses, corequisite courses review the material on a "just-in-time" basis that is needed to be successful in the corresponding college-level course, such as College Algebra.

Corequisite Support for College Algebra: Concepts through Functions provides the review material necessary to be prepared for your College Algebra course. Each chapter in the corequisite text contains material that is needed to be successful in the corresponding chapter in College Algebra. Chapter R of the corequisite text (*Corequisite Support for College Algebra: Concepts through Functions 4e*) contains material that is review from College Arithmetic and Elementary Algebra. This material should be mastered prior to working on any of the "Preparing for..." chapters.

The material in Preparing for Chapter F of the corequisite support course is meant to be covered prior to (or while) covering the material in Chapter F of College Algebra. Below is a summary of the work flow.

- Complete Preparing for Chapter 1 of the corequisite support material prior to (or while) covering Chapter 1 of College Algebra.
- Complete Preparing for Chapter 2 of the corequisite support material prior to (or while) covering Chapter 2 of College Algebra.

And so on...

Resources to Help You Learn

We offer a variety of tools to help you master the material. The two you are most likely to use are the objective-level videos and the text.

Videos: The videos are created at the objective level so that you will spend less time watching videos on each chapter. The videos are designed to be used as a supplement to the text and to help you understand the concepts of the chapter.

Preparing for Chapter 1 Learning Path

MyLab Math

- ◀ Main Menu
- ◀ Course Modules
 - Preparing for Chapter 1 ▾
 - Section P1.1 Linear Inequalities in One Variable**
 - Section P1.2 nth Roots
 - Section P1.3 An Introduction to Solving Applied Problems

Section P1.1 Linear Inequalities in One Variable

P1.1 Linear Inequalities in One Variable

Learning Path

Step 1: Complete [Section P1.1 Learn & Quick Check](#).

Step 2: Complete [Section P1.1 Homework](#).

Resources

- ▶ View the [eText](#)
- ▶ View the [Lecture Videos](#)

How-To Exercise

Section PF.1 | Objective: Solve linear equations.

Availability: Homework, Study Plan

Origin: Publisher

Question Help



Solve the linear equation $\frac{m+1}{5} + \frac{2}{9} = \frac{8m-1}{45}$.

Step-by-Step Solution

Begin solving this linear equation by rewriting it without fractions. Do this by multiplying both sides of the equation by the least common denominator (LCD). The LCD is 45.

Step 1: Remove all parentheses using the Distributive Property.

$$45\left(\frac{m+1}{5} + \frac{2}{9}\right) = 45\left(\frac{8m-1}{45}\right)$$
$$45 \cdot \frac{m+1}{5} + 45 \cdot \frac{2}{9} = 45 \cdot \frac{8m-1}{45} \quad \text{Use the Distributive Property.}$$

Multiply to simplify.

$$m+1 \quad ? \quad 8m-1$$

Question is complete. Tap on the red indicators to see incorrect answers.

All parts showing

Similar Question

☒ Show completed problem ☐ Work problem as student

☐ Student to show work

Question points: 1 [Scoring options](#)

Show Answer

Reload

Copy and Edit

◀ Previous

Remove

Next ▶

Classroom Activities (for *every* Corequisite Section)

Section PF.5 Activity: Solving Quadratic Equations by Completing the Square Puzzle

Focus: Solving quadratic equations by completing the square

Time: 20 - 30 minutes

Group Size: 2 - 4

Directions: Cut out the squares. Solve each of the equations by completing the square and then find the square that has its matching solutions. Arrange them so that touching edges are the solutions that match up to the equation. You're done when you've created a 3x3 square.

$x^2 - 10x = -16$ $\{0\}$ $\{7, -\}$ $\{4, 6\}$	$x^2 = x + 20$ $\{2, 1\}$ $\{-9, 1\}$ $\{-7 + 2\sqrt{3}, -7 - 2\sqrt{3}\}$	$2x^2 - 4 = -7x$ $\{5\}$ $\{2, 8\}$
$4x^2 = 8x + 21$ $\{1, 1, -\}$ $\{3, 3, -\}$ $y^2 = 4y + 146$	$\{8, 5, -\}$ $\{-7, 7\}$ $\left\{-4, \frac{1}{2}\right\}$ $\left\{9\sqrt{5} + 2, 9\sqrt{5} - 2\right\}$	$0 = 6 - 9x + x^2$ $\left\{\frac{3}{2}, \frac{7}{2}\right\}$ $\{-1, -13\}$ $2d^2 - 7d + 3 = 0$
$x^2 = 16x + 17$ $\{3, 2\}$ $\{-4, 5\}$ $\{-2, 2\}$	$x^2 - 6x - 3 = 0$ $\{1, 1, -\}$ $\{0, 2\}$ $\{1, 1, -\}$	$y^2 - 3y - 28 = 0$ $\left\{3, \frac{1}{2}\right\}$ $\{8\}$ $\{3 - 2\sqrt{3}, 3 + 2\sqrt{3}\}$

Classroom Activity



Previous Card Answer: $(x+2)(x-5)$

Factor by Grouping:

$$14x^2 + 16x - 21x - 24$$

Card 6



Previous Card Answer: $(7x+8)(2x-3)$

Factor by Grouping:

$$21x^2 - 28x + 6x - 8$$

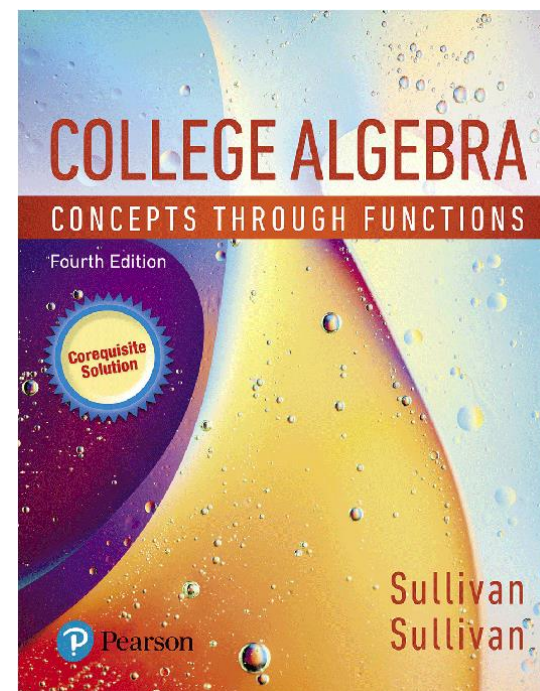
Card 8

Aligning Corequisite & College Algebra Content

Co-Requisite Section Completed before...	...College Algebra Section
Chapter P Elementary Algebra Review	Any College Algebra material
Section PF.1	Section F.1
Sections PF.2 through PF.4	Section F.2
Section PF.5	Section F.4
Section P1.1	Section 1.1
Section P1.2	Section 1.3
Section P1.3	Section 1.7
Sections P2.1 through P2.3	Section 2.3
Section P2.4	Section 2.7
Section P2.5	Section 2.8
Sections P3.1 and P3.2	Section 3.2
Section P3.3	Section 3.4
Sections P3.4 through P3.6	Section 3.5
Sections P4.1 and P4.2	Section 4.3
Section P4.3	Section 4.6
Sections P4.4 and P4.5 are optional and included for completeness of the discussion of radicals	

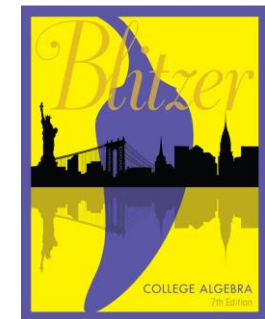
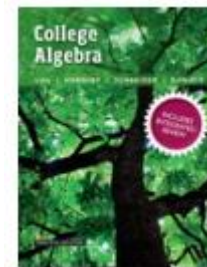
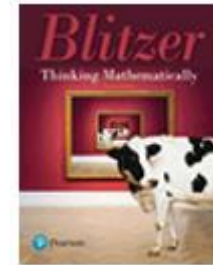
College Algebra Content

- **Lecture videos (objective-level)**
- **Guided lecture notes (for students)**
- **Projects (in the etext)**
- **Chapter Tests w/ video solutions (in the etext)**
- **Mini Lecture notes (for instructors)**
 - Accessible PPT lectures



Integrated Review

- **Additional prerequisite content in MyLab Math course**
 - Does **not** change ISBN
- **Skills Check Test & Personalized Review Homework**



Integrated Review



MyLab Math

← Main Menu

← Chapter Contents

Chapter 2 ▾

Integrated Review

Section 2.1

Section 2.2

Section 2.3

Section 2.4

Mid-Chapter Check
Point

Section 2.5

Section 2.6

Section 2.7

Section 2.8

Summary

Review Exercises

Integrated Review

Chapter 2 Integrated Review

Skills Check

Start by taking the [Chapter 2 Skills Check](#). If you master the Skills Check, move on to the next section. If not, proceed to the Skills Review Homework below.

Skills Review

Complete your personalized [Chapter 2 Skills Review Homework](#). For additional help, review the Learning Objectives listed below.

Learning Objectives

For any objectives you may still need to master, use the Integrated Review videos and worksheets below for extra help and practice.

Recognize the sets that make up the real numbers and use set notation.

[Video](#)

[Integrated Review
Worksheet](#)

Use the symbols for "is an element of" and "is not an element of."

[Video](#)

[Integrated Review
Worksheet](#)

Use inequality symbols.

[Video](#)

[Integrated Review
Worksheet](#)

Find a number's absolute value.

[Video](#)

[Integrated Review
Worksheet](#)

Evaluate exponential expressions.

[Video](#)

[Integrated Review
Worksheet](#)

Use the order of operations.

[Video](#)

[Integrated Review
Worksheet](#)

Simplify algebraic expressions.

[Video](#)

[Integrated Review
Worksheet](#)

Use the power rule.

[Video](#)

[Integrated Review
Worksheet](#)

Find the power of a product.

[Video](#)

[Integrated Review
Worksheet](#)

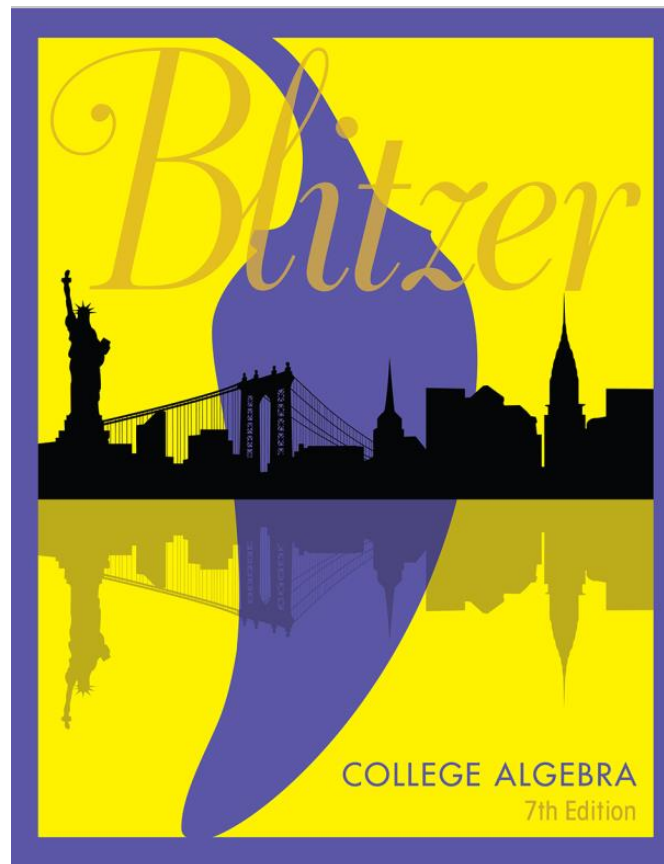
Add polynomials.

[Video](#)

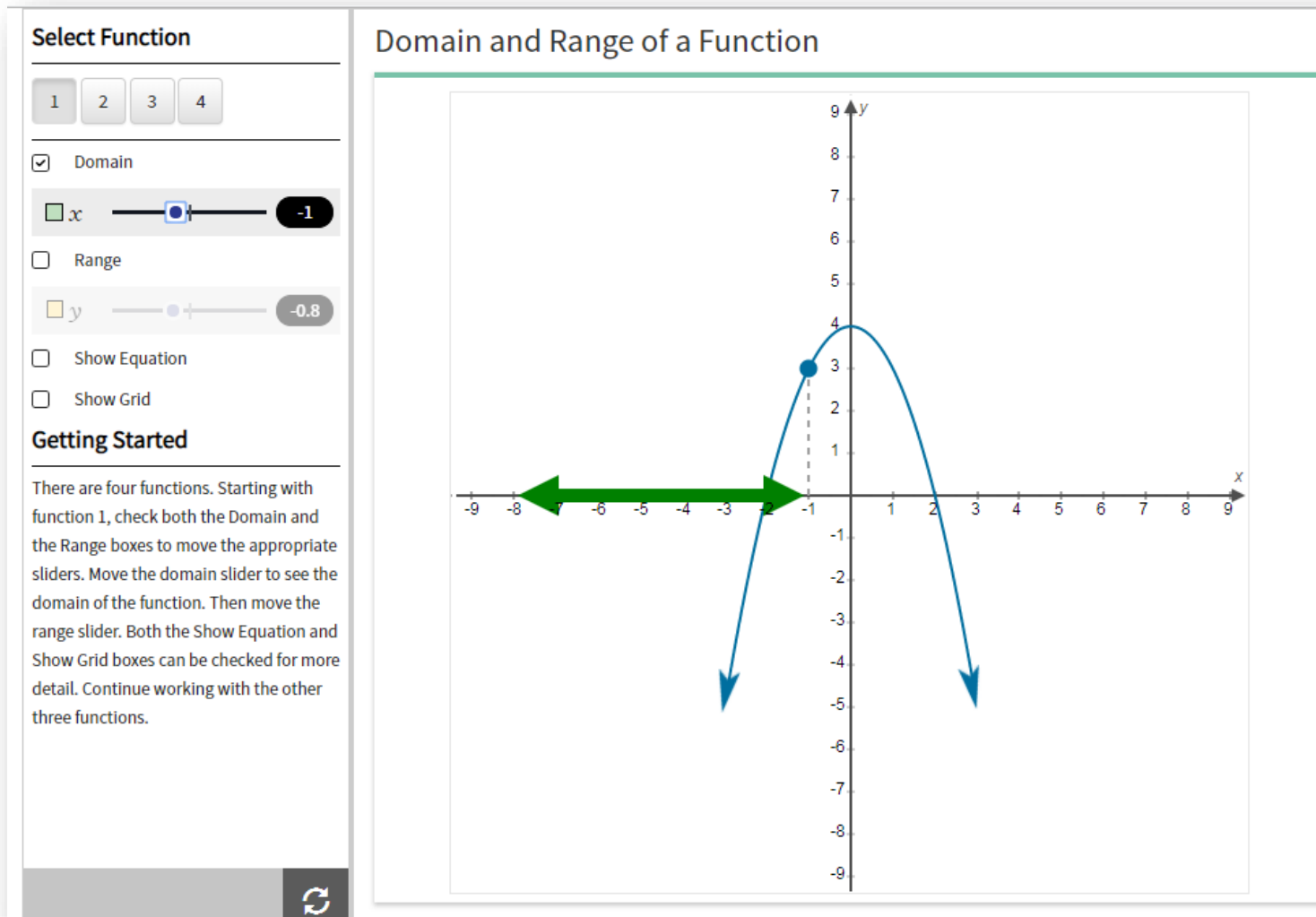
[Integrated Review
Worksheet](#)

College Algebra Content

- Lecture videos (objective-level)
- Learning guide (for students)
- Guided Visualization Questions w/ Explorations Activities
- MathTalk Videos
 - Math Talk Video Instructor's Guide
- Chapter Tests w/ video solutions (in the etext)



Guided Visualizations



Math Talk Video



Video 1: Introduction to MathTalk

Summary

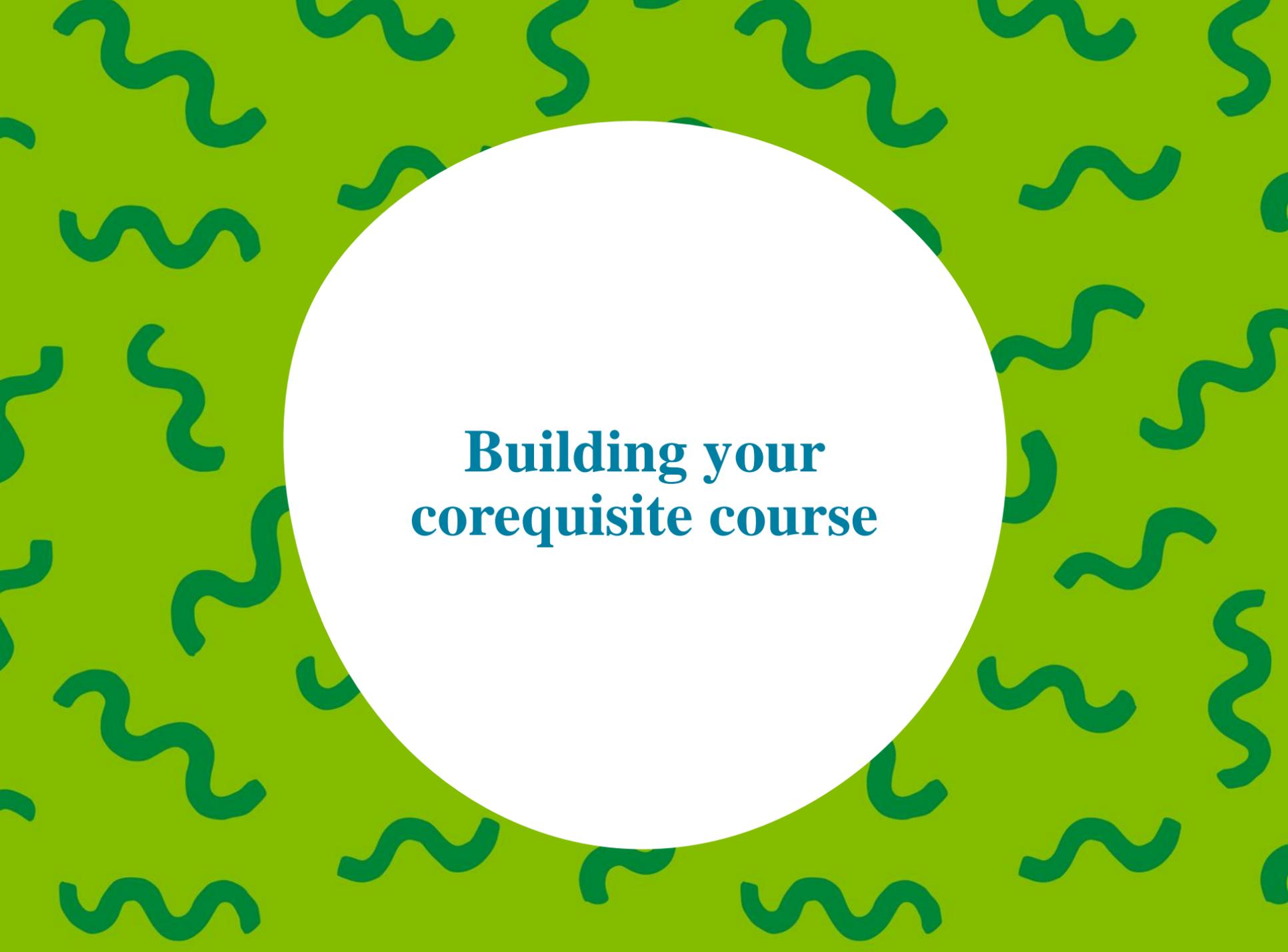
In this video, the concepts of linear equations and their graphs are introduced. We show the process of creating a line by plotting the average temperature for six months in Chicago. The line allows the presenter to derive the formula that shows the temperature increasing by an average of ten degrees each month. The process of creating these types of formulas from a set of data is called modeling. The presenter explains that formulas can be applied to real-world examples such as a doctor calculating the risk for cancer or an engineer calculating how best to build a bridge.

Use

This video can be used to introduce the topic of linear equations because it discusses how to plot points from an equation as well as how to attain a formula from a set of data.

Class discussion questions

1. What other types of careers can you think of that use formulas in their work? Give an example.
You can use this to introduce any formulas that you may use in work such as an instructor curving a test grade.
2. Within the video, the presenter mentions that all the formulas in textbooks have real uses. For example, both the x and y values could mean something like cancer or the protein in the blood. What other equations can you think of that most people use in everyday life? *This question can help students connect the concept of linear equations to their own lives. A good example is the money spent on a car every month, $y = \$3.45x + \200 with x being the miles driven, $\$3.45$ being the price of gas, and $\$200$ representing the car payment.*
3. Do all equations with a real life meaning have to be connected straight lines? What examples can you think of which demonstrate either a connected or disconnected line? *This can provide the opportunity to discuss step or piecewise functions.*
4. The presenter mentions that saying, "December would be 130 degrees" is called extrapolation. What do you think he means by extrapolation? *This is a good way to bring up any additional topics that students may see when modeling linear equations.*



**Building your
corequisite course**

Personalized Homework

- Linked to a quiz or test
- Students given credit in HW for mastered objectives



Personalized Homework

Name: Section 1.1 Homework (Copy)

Last Worked: 10/01/18 10:13am

Current Score: 70.59% (12 points out of 17)

Attempts: Unlimited per question

* You received automatic credit (12 pts) for topics you mastered on Chapter 1 Pre-Test.

☒ All ☐ Show What I Need to Do

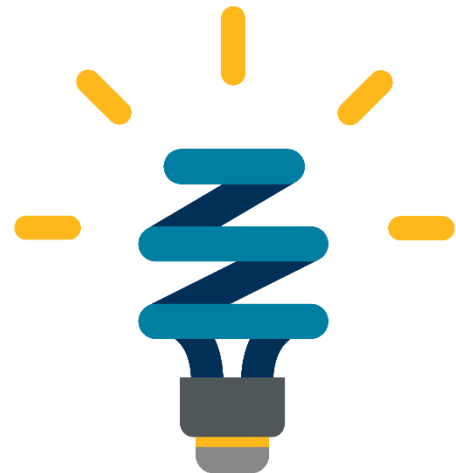
Questions: 17	Scored: 12	Correct: 12	Partial Credit: 0	Incorrect: 0
✓ Question 1 (1/1)	✓ Question 2 (1/1)	Question 3 (0/1)	Question 4 (0/1)	
Question 5 (0/1)	✓ Question 6 (1/1)	✓ Question 7 (1/1)	Question 8 (0/1)	
✓ Question 9 (1/1)	✓ Question 10 (1/1)	✓ Question 11 (1/1)	✓ Question 12 (1/1)	
✓ Question 13 (1/1)	Question 14 (0/1)	✓ Question 15 (1/1)	✓ Question 16 (1/1)	
✓ Question 17 (1/1)				

Personalized Homework: Ideas

- **Chapter/ Unit Pretest** personalizes homework
- **Quiz/ Test** personalizes review homework assignment
- Take a look:

Spotlight on Personalized Homework in MyLab Math and Statistics

A review of pre/post course performance at six institutions who use Personalized Homework in MyLab, as documented in educator studies.



Companion Study Plan

- Study plan tied to a test/ quiz
- Mastery required prior to specified quiz/ test attempt



Companion Study Plan

Edit Quiz

1

Start

2

Add/Remove Content

3

Choose Settings

4

Define Companion Study Plan

Book

Blitzer: Algebra & Trigonometry with Integrated Review, 6e

Gradebook Category

Quiz

Quiz Name

Chapter 1 Review Quiz

☒ Assign a companion Study Plan as a prerequisite for this quiz

Creating assignments for mobile use.

Cancel

Save

Save & Assign

Next

Companion Study Plan

Homework and Tests				
<div>All Assignments ▾ All Chapters ▾</div>				
All Assignments				
Due	Assignment	Time Limit	Attempts	Gradebook Score
	● Graphing			
	◆ Chapter 1 Pre-Test		2 of ∞	see score
	● Section 1.1 Homework			see score
	● Section 1.2 Homework			
	● Section 1.3 Homework			
	● Section 1.4 Homework			
	● Section 1.5 Homework			
	■ Chapter 1 Review Quiz		0 of ∞	
	● Study Plan for Chapter 1 Post-Test			
	◆ Chapter 1 Post-Test		1 of ∞	see score

Companion Study Plan

Study Plan

[Prerequisites](#)[Progress](#)[All Chapters](#)

Show Study Plan for

Chapter 1 Post-Test ▾

MP Earned 0 / 22

Earn at least 18 mastery points (MP) to begin Chapter 1 Post-Test.

i Practice the objectives, then take a Quiz Me to earn MP

Objectives

1.1 Graphs and Graphing Utilities

- Graph equations in the rectangular coordinate system.
- Solve applications involving interpreting graphs.

▶

Practice

Quiz Me

▶

Practice

Quiz Me

1.2 Linear Equations and Rational Equations

- Solve linear equations in one variable.
- Solve rational equations with variables in the denominators.
- Recognize identities, conditional equations, and inconsistent equations.
- Solve applications involving solving linear and rational equations.

▶

Practice

Quiz Me

▶

Practice

Quiz Me

▶

Practice


Quiz Me

▶

Practice

Quiz Me

1.3 Models and Applications

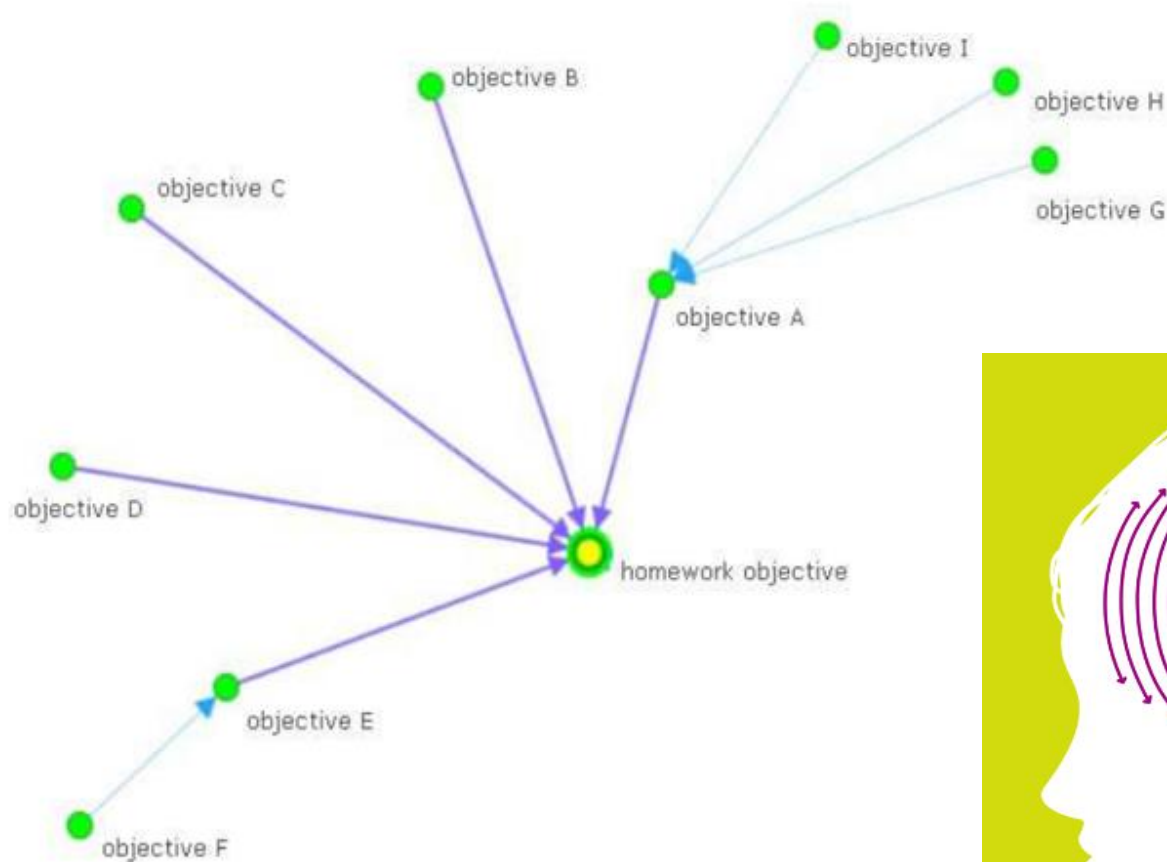
 Pearson

Companion Study Plan: Ideas

- Remediation between quiz/ test attempts
- Homework replacement
- [Educator study](#): *Impact of the Companion Study Plan in Developmental Math – B. Winchester, JF Drake State CC*



SkillBuilder



SkillBuilder

Homework: Section 1.1 Homework

Save

Score: 0 of 1 pt

◀ 16 of 32 (1 complete) ▼ ▶

HW Score: 3.13%, 1 of 32 pts

1.1.35Skill BuilderQuestion Help⚙

Solve using the multiplication principle. Don't forget to check.

$$\frac{5}{2}t = -\frac{1}{4}$$

The solution is $t =$.

(Type an integer or a fraction.)

Enter your answer in the answer box and then click Check Answer.

?

All parts showing

Clear All

Check Answer

◀ ▶

SkillBuilder

Homework: Section 1.1 Homework

Save

Objective: Solve equations using the multiplication principle.

[Return to Homework](#)



As you work each question, you are building your skills.

[Question Help](#)



Solve using the multiplication principle. Don't forget to check.

$$-198 = -6t$$

The solution is $t =$.

(Type an integer or a decimal.)

Enter your answer in the answer box and then click Check Answer.



All parts showing

[Clear All](#)

[Check Answer](#)



SkillBuilder

Homework: Section 1.1 Homework

Save

Objective: Solve equations using the multiplication principle.

Return to Homework

You've worked hard, and you're ready to try your homework again.

Question Help

Solve using the multiplication principle. Don't forget to check.

$4.3x = -34.4$

The solution is $x = -8$.

Skill Builder

Great job working through this concept! Your progress shows that you're ready to go back to your homework.

Stay with Skill Builder

Return to Homework

Question is complete.

?

All parts showing

Similar Question

Next Question

SkillBuilder

Gradebook

[Manage Incompletes](#) | [Change Weights](#) | [Offline Items](#) ▾ | [Export Data](#) | [More Tools](#) ▾

View Results By

[Assignments](#) ▾

[Student Overview](#)

[Study Plan](#)

Alerts


[Inactivity](#)

[Work needs grading \(0\)](#)

[Skill Builder \(1\)](#)

[► Class Performance](#)

[Go To Reporting Dashboard](#)



Roster View: ☒ Names Only ☐ Additional Details

Class Roster

[Brady, Cordellia](#)

Davis, Calandra

SkillBuilder

Alerts



Number of alerts: Inactivity [Update](#) Work needs grading 0
Skill Builder 1

[Inactivity](#) [Work needs grading](#) [Skill Builder](#) [View archived alerts](#)

Student homework results indicate that these objectives may need additional remediation.

<input type="checkbox"/>	Section	Objective	Skill Builder Level	# of Students	Actions
<input type="checkbox"/>	1.1	▼ Solve equations using the addition principle.		1	-- Choose -- <input type="button" value="Go"/>
		<input type="checkbox"/> Brady, Cordellia	Moderate Skill		-- Choose -- <input type="button" value="Go"/>

[Cancel/Done](#) [Email selected students](#) [Archive](#)

This course (College Algebra with Intermediate Algebra: A Blended Course (cm) is based on Beecher: College Algebra with Intermediate Algebra, 1e
Copyright 2018 Pearson Education

SkillBuilder

Member: Lial - Basic Math, Introductory and Intermediate Algebra, 1/e ([2] - Davis | [Back to Gradebook](#)

Item Analysis



< Homework: Homework Tester

Due:

of students submitted: 1



Analysis

Skill Builder

- Data does not include results submitted by an instructor.

#	Question ID	Objective	Correct	Partial Credit	Incorrect	Not Attempted	Time Spent	Median Time Spent	Score as Correct
1	1.1.1	Give the place value of a digit. Determine the number in a given period.	0	0	0	1		Show	<input type="checkbox"/>
2	1.1.3	Give the place value of a digit. Determine the number in a given period.	0	0	0	1		Show	<input type="checkbox"/>
3	1.1.5	Give the place value of a digit. Determine the number in a given period.	0	0	0	1	3s	Show	<input type="checkbox"/>
4	1.1.7	Give the place value of a digit. Determine the number in a given period.	0	0	0	1		Show	<input type="checkbox"/>
5	1.1.9	Give the place value of a digit. Determine the number in a given period.	0	0	0	1	37s	Show	<input type="checkbox"/>

Skill Builder: Ideas

- Give a diagnostic early on so there is data to draw upon
- Limit the learning aids available when SkillBuilder is implemented
- Limit assignment length to compensate for SkillBuilder remediation

*Educator study: S. Gibbons, Hillsborough
Community College*



Search by Objective **New**

Select Book

You can include up to 20 questions from other books in this assignment.

Choose from the list below, or search by title or objective to refine the list.

Search By: Objective

adding fractions

Search

The last book you've selected is: Barnett: College Mathematics for Business, Economics, Life and Social Sci, 13e

Books matching your search:

Cleaves: Business Math, 11e

Clendenen: Business Mathematics, 13e

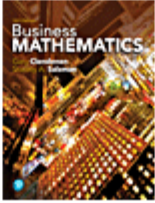
Clendenen: Business Mathematics, 14e

Grimaldo: Developmental Math: Prealgebra, Intro Algebra, Knewton Math test book

Lial: Basic College Mathematics, 10e

Lial: Developmental Mathematics, 4e

Lial: Prealgebra, 6e




[Preview Matched Objectives](#)

Cancel

Return to Course Book

Select Book

 Pearson

| 50

Search by Objective **New**

Select Book


You can include up to 20 questions from other books in this assignment.

Choose from the list below, or search by title or objective to refine the list.

Search By: Objective ▾

adding fractions

Search

 The last book you've selected is: Barnett: College Mathematics for Business, Economics, Life and Social Sci, 13e

Books matching your search:

Cleaves: Business Math, 11e
Clendenen: Business Mathematics, 13e
Clendenen: Business Mathematics, 14e
Grimaldo: Developmental Math: Prealgebra, Intro Algebra,
Knewton Math test book
Lial: Basic College Mathematics, 10e
Lial: Developmental Mathematics, 4e
Lial: Prealgebra, 6e



[Preview Matched Objectives](#)

Matched Objectives

Chapter 2: Fractions

Section 2.2: Addition and Subtraction of Fractions

Objective: Solve application problems involving adding and subtracting fractions. s.

Cancel

Return to Course Book

Select Book

Assignment Tags

Homework/Test Manager

Create Assignment | Change Dates & Assign Status | Individual Student Settings | More Tools

Show All | All Chapters

View: ☐ Assigned ☐ Unassigned ☒ All

Order ↑	Ch.	Assignment Name	Category	As			
1	12	Linear Equations Test (SW)					
2	5	PPT in Doc Sharing in Coord		✓	04/11/18		-- Select --
3	12	Show Work HW		✓	08/25/17		-- Select --
4	0	Docu Upload Attempt		✓	08/17/17		-- Select --
5	13	Pretest-PH (Ch13)		✓	03/02/16	03/09/19	-- Select --
6	13	HW(personalized) - Ch13		✓	03/03/16	09/06/19	-- Select --
7	13	Quiz (Ch 13)		✓	03/03/16	03/16/17	-- Select --
8	1	Section 1.1 Homework		✓	03/05/17	03/03/18	-- Select --

Assignment Tags

Change Assignment Settings

Change Categories

Change Settings for Multiple Assignments

Delete Assignments

Reorder Assignments

Set Prerequisites

Manage Custom Questions

Assignment Tags **New**

Change Assignments

Tag: MATH 0999

Select assignments, then use the left and right arrow buttons to manage the list of assignments using this tag.

Untagged Assignments

☐ Select All

☐ SAILS Test
☐ Section 1.2 Homework
☐ Section 1.3 Homework
☐ Section 3.2 Homework
☐ Section 3.3 Homework
☐ Section 3.4 Homework
☐ Section 3.5 Homework
☐ Section 4.1 Homework
☐ Section 4.2 Homework
☐ Section 4.3 Homework

☐ Select All

☐ Section 1.1 Homework
☐ Section 3.1 Homework

>

<

Cancel

Save

Assignment Tags **New**

Assignment Manager

Create Assignment ▾ | Change Dates & Assign Status | Individual Student Settings | More Tools ▾

All Assignment Tags ▾ | Show All ▾ | All Chapters ▾

View: ☐ Assigned ☐ Unassigned ☒ All

Order ↑	Ch.		Assignment Name	Category	Assigned	Start ⌚	Due ⌚	Actions
1	12	◆	Linear Equations Test (SW)	◆	✓	08/07/18		-- Select -- ▾
2	5	◆	PPT in Doc Sharing in Coord	●	✓	04/11/18		-- Select -- ▾
3	12		Show Work HW	●	✓	08/25/17		-- Select -- ▾
4	0		Docu Upload Attempt	■	✓	08/17/17		-- Select -- ▾
5	13	◆	Pretest-PH (Ch13)	◆	✓	03/02/16	03/09/19	-- Select -- ▾
6	13	◆	HW(personalized) - Ch13	●	✓	03/03/16	09/06/19	-- Select -- ▾
7	13	◆	Quiz (Ch 13)	◆	✓	03/03/16	03/16/17	-- Select -- ▾
8	1	◆	Section 1.1 Homework MATH 0999	●	✓	03/05/17	03/03/18	-- Select -- ▾
9	1	◆	Section 1.2 Homework	●	✓	03/04/17	03/21/17	-- Select -- ▾
10	1	◆	Section 1.3 Homework	●	✓	03/06/17	03/07/17	-- Select -- ▾

Student Tags **New**

The screenshot displays the Gradebook interface. At the top, a navigation bar includes links for 'Manage Incompletes', 'Change Weights', 'Offline Items', 'Export Data', and 'More Tools'. Below this, the 'View Results By' section offers options like 'Assignments', 'Performance by Chapter', 'Student Overview', and 'Study Plan'. An 'Alerts' section lists 'Inactivity', 'Work needs grading (0)', and 'Skill Builder (8)'. The main area features a 'Class Performance' bar chart showing the distribution of overall scores. A dropdown menu is open from the 'More Tools' link, with 'Student Tags' highlighted by a red arrow. Other options in the menu include 'Add/Edit Student IDs', 'Clear Study Plan', 'Delete Results', 'Drop Lowest Scores', 'Enable Access', 'Import Previous Results', 'Omit Assignment Results', 'Search/Email by Criteria', 'Show/Hide Assignments', 'Set Scoring Options', and 'Performance Analytics'. At the bottom, a 'Class Roster' section shows a search bar and a list of students: Brady, Cordellia and Davis, Calandra.

Gradebook

Manage Incompletes | Change Weights | Offline Items | Export Data | More Tools

View Results By

Assignments Performance by Chapter

Student Overview

Study Plan

Alerts

Inactivity

Work needs grading (0)

Skill Builder (8)

Class Performance

OF STUDENTS

Overall Score

Search

Roster View: Names Only Additional Details

Class Roster

Brady, Cordellia

Davis, Calandra

More Tools dropdown menu:

- Add/Edit Student IDs
- Clear Study Plan
- Delete Results
- Drop Lowest Scores
- Enable Access
- Import Previous Results
- Omit Assignment Results
- Search/Email by Criteria
- Show/Hide Assignments
- Student Tags**
- Set Scoring Options
- Performance Analytics

The background of the slide is a dark blue field filled with a repeating pattern of various mathematical symbols in yellow and light blue. These symbols include plus signs, minus signs, multiplication signs, division signs, percent signs, less-than and greater-than signs, equals signs, and various geometric shapes like circles, triangles, and squares. Some symbols are stylized or combined.

Monitoring Student Progress

- Performance Analytics Dashboard
- Item Analysis
- Alerts
- Search/ Email by Criteria
- Quick/ Advanced Export
- Proctor U

Performance Analytics

The screenshot shows the 'Gradebook Member List' interface. At the top, there's a green header bar with the title 'Gradebook Member List' and three icons (info, print, help). Below this is a dark blue navigation bar with buttons for 'Manage Incompletes', 'Change Weights', 'Offline Items', 'Export Data', and 'More Tools'. The 'More Tools' button is open, showing a dropdown menu with various options. A red arrow points to the 'Performance Analytics' option at the bottom of the menu. On the left, under 'View Results By', there are links for 'Assignments', 'Student Overview', and 'Study Plan'. In the center, there's a search bar and a table with a student named 'Davis, Calandra'. On the right, there's an 'Alerts' section with links for 'Inactivity', 'Work needs grading (1)', and 'Skill Builder (0)'. At the bottom right, there are radio buttons for 'Names Only' and 'Additional Details'.

Gradebook Member List

Manage Incompletes | Change Weights | Offline Items | Export Data | More Tools

View Results By

- Assignments
- Student Overview
- Study Plan

Performance by Chapter

Alerts

- Inactivity
- Work needs grading (1)
- Skill Builder (0)

Search

Class Roster

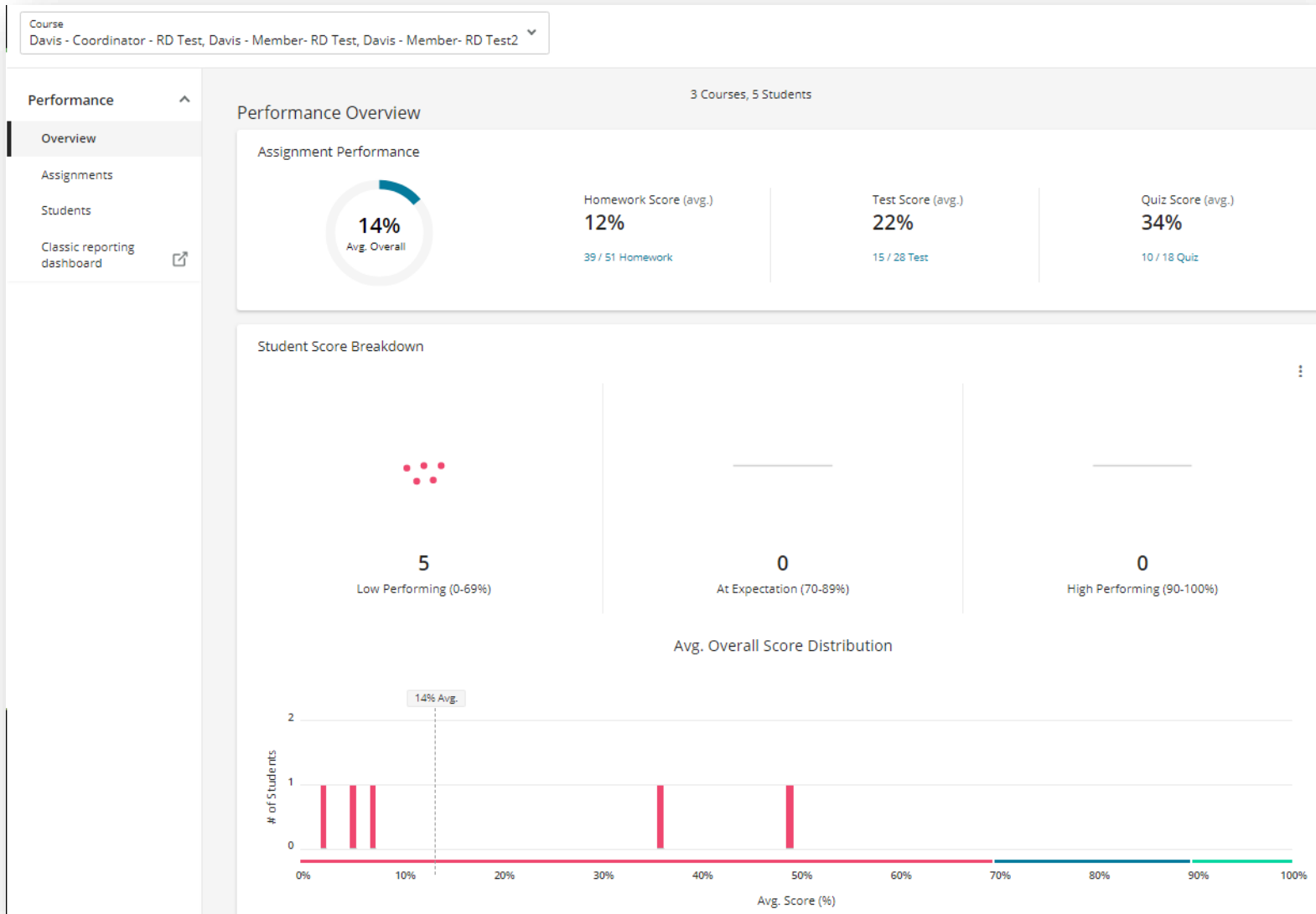
Davis, Calandra

Names Only ☐ Additional Details ☐


More Tools Menu:

- Add/Edit Student IDs
- Clear Study Plan
- Delete Results
- Drop Lowest Scores
- Enable Access
- Import Previous Results
- Manage Instructor Access
- Omit Assignment Results
- Search/Email by Criteria
- Show/Hide Assignments
- Set Scoring Options
- Performance Analytics

Performance Analytics



Performance Analytics

 Pearson

Cal

Course
Davis - Coordinator - RD Test, Davis - Member- RD Test, Davis - Member- RD Test2

Performance

Overview

Assignments

Students

Classic reporting dashboard

Filter

3 Courses, 5 Students

Clear All

Low Performing

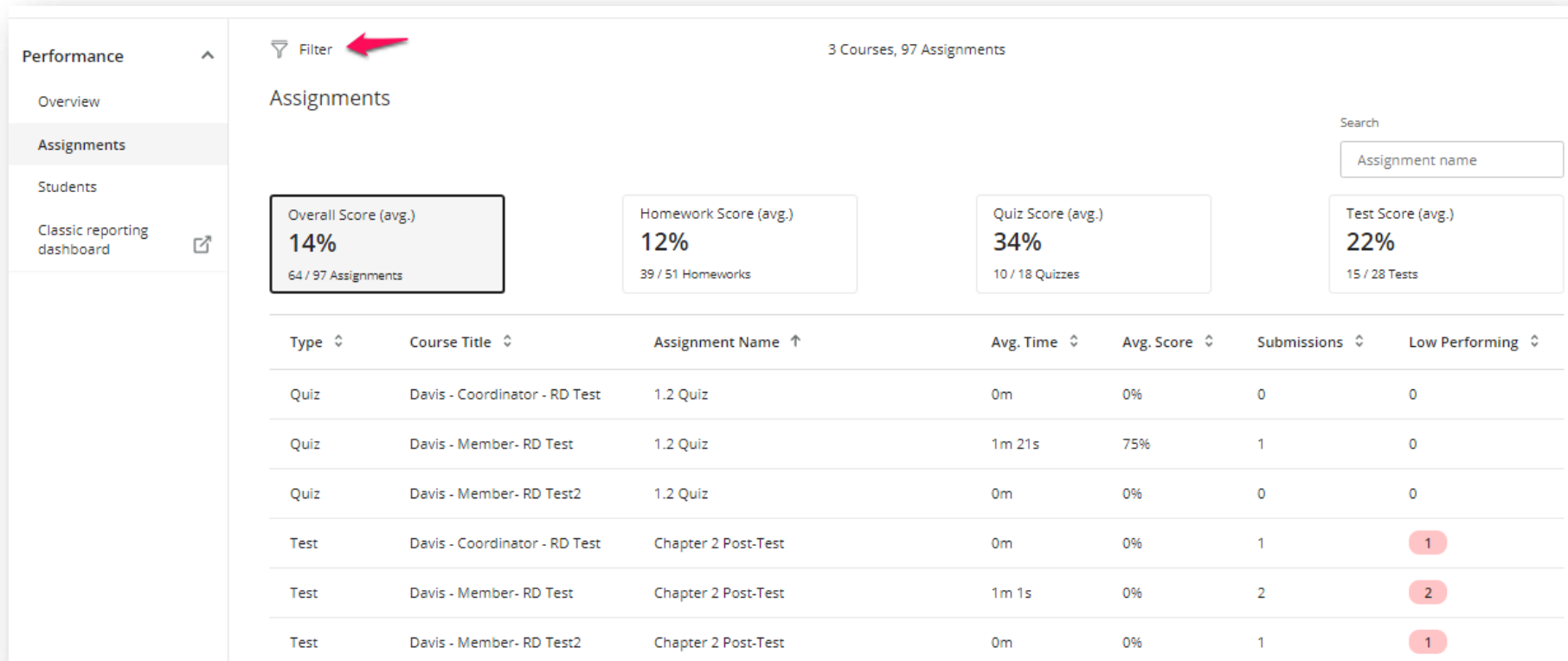
Student List

Email Selected










Search
Student name

<input type="checkbox"/>	Name	Course	Course ID	Last Seen	Total Work Time	Overall Score
<input type="checkbox"/>	Dumas, Mary	Davis - Member- RD Test	4924028	7d ago	1m 47s	49% Low Performing
<input type="checkbox"/>	Brady, Cordellia	Davis - Member- RD Test	4924028	12d ago	1m 59s	36% Low Performing
<input type="checkbox"/>	Davis, Calandra	Davis - Coordinator - RD Test	4923826	6d ago	1m 3s	7% Low Performing
<input type="checkbox"/>	Davis, Calandra	Davis - Member- RD Test	4924028	6d ago	0m	5% Low Performing
<input type="checkbox"/>	Brady, Cordellia	Davis - Member- RD Test2	4953078	12d ago	1m 3s	2% Low Performing

Performance Analytics



Item Analysis

Gradebook 1  ?									
Manage Incompletes Change Weights Offline Items ▾ Export Data More Tools ▾									
View: All Assignments ▾ Student Overview Study Plan Performance by Chapter									
All Chapters ▾									
<input checked="" type="checkbox"/> Show class metrics			1 - 7 of 37 ▶ ▶▶						
Class Roster ↑	Overall Score	# Results	HW-penalty	1.2 Quiz	Quiz 1 - Chapter 1	Homework 1	Quiz 2c	Quiz 1 - Chapter 1 (Copy)	Quiz 1 - Chapter 1 (Copy 2)
Percent of overall score	100%	--	1.76%	0%	3.33%	1.76%	3.33%	3.33%	3.33%
Class Average	20.66%	--	100% IA	See all scores IA	41.67% IA 	0% IA	0% IA	--	--
Class Median	20.66%	--	100%		41.67%	0%	0%		
# Results	--	45	1	--	2	1	2	--	--
Change Scores									

Item Analysis

Item Analysis

<
Quiz: Quiz 1 - Chapter 1

Due: 01/22/18 11:59pm

of students submitted: 1
Total attempts: 2

>

Best Score
Most Recent Score
All Attempts

- This is a pooled assignment
- Includes data from each student's Best Score attempt. Does not include results submitted by an instructor.

#	Question ID	Objective	# Uses on Quiz	Correct	Partial Credit	Incorrect	Not Attempted	Avg Time Spent	Median Time Spent	Score as Correct
1	12.1.9	Use the addition property of equality.	1	1	0	0	0	12s	Show	<input type="checkbox"/>
2	12.2.21	Use the multiplication property of equality.	1	1	0	0	0	5s	Show	<input type="checkbox"/>
3	12.3.69	Write expressions for two related unknown quantities.	1	0	0	1	0	33s	Show	<input type="checkbox"/>
4	13.1.3	Interpret graphs.	1	1	0	0	0	7s	Show	<input type="checkbox"/>
5	13.1.61	Plot ordered pairs.	1	1	0	0	0	10s	Show	<input type="checkbox"/>
6	13.2.36	Graph linear equations of the form $y=k$ or $x=k$.	1	1	0	0	0	18s	Show	<input type="checkbox"/>

Done
Export Data

Alerts

◆ Gradebook

Manage Incompletes | Change Weights | Offline Items ▾ | Export Data | More Tools ▾

View Results By

Assignments ▾

Student Overview

Study Plan

Performance by Chapter

Alerts

Inactivity

Work needs grading (0)

Skill Builder (8)

▸ Class Performance

Go To Reporting Dashboard

Search

Roster View: ☒ Names Only ☐ Additional Details

Class Roster

Brady, Cordellia

Davis, Calandra

Alerts

Instructor Gradebook

Showcase: Service Math [20] ▾ | [Back to Gradebook](#)

Alerts



Number of alerts: Inactivity 20 Work needs grading 0

Inactivity Work needs grading [View archived alerts](#)

These students have not submitted any work in this course for the past 5 days.

<input type="checkbox"/>	<u>Students</u>	<u>Days since last submitted</u>	<u>Date last submitted</u>	<u>Work last submitted</u>	<u>Actions</u>
<input type="checkbox"/>	Black, Kristin	13	01/17/18 10:49am	Section 2.1 Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Butson, William	13	01/17/18 11:19am	Section 2.1 Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Cox, Mary	13	01/17/18 12:08pm	Chapter 2 Review Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Hoover, Gwen	15	01/15/18 2:36pm	Section 2.1 Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Hubbard, Raymond	15	01/15/18 6:29pm	Section 2.1 Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Huber, Richard	13	01/17/18 2:47pm	Chapter 2 Review Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Jones, David	13	01/17/18 3:30pm	Solve application problems using Venn diagrams.	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Jones, Eric	13	01/17/18 5:20pm	Chapter 2 Review Homework RD	-- Choose -- <input type="button" value="Go"/>
<input type="checkbox"/>	Jones, Jennifer	12	01/18/18 8:19am	Section 2.1 Homework RD	-- Choose -- <input type="button" value="Go"/>

Search/ Email by Criteria

Instructor Gradebook

Showcase: Service Math [20] ▾

Gradebook

Manage Incompletes | Change Weights | Offline Items ▾ | Export Data | More Tools ▾

View Results By

Assignments ▾ | Performance by Chapter | Student Overview | Study Plan

Alerts

Inactivity | Work needs grading (0)

More Tools ▾

- Add/Edit Student IDs
- Clear Study Plan
- Delete Results
- Drop Lowest Scores
- Enable Access
- Import Previous Results
- Manage Instructor Access
- Omit Assignment Results
- Search/Email by Criteria
- Show/Hide Assignments
- Set Scoring Options
- Go To Reporting Dashboard

Class Performance

Overall Score Range	# of Students
30-40%	1
60-70%	1
70-80%	9
80-90%	6
90-100%	2

Go To Reporting Dashboard

Search 🔍

Roster View: ☐ Names Only ☒ Additional Details

Class Roster	Overall Score	Last Log In
Black, Kristin	78.79%	01/17/18 10:08am
Butson, William	81.88%	01/17/18 11:09am
Cox, Mary	86.72%	01/17/18 12:12pm

Search/ Email by Criteria

Search/Email by Criteria

Find Students based on **Assignment performance**

Assignments

- ☒ All assignments
- ☐ Specific assignments [Choose...](#) (All assignments selected)

Score

- ☒ By score or score range
 - ☒ Score range is \geq 0 % and $<$ 70 %
 - ☐ Score is $<$ 70 %
- ☐ no score

[Search](#)

Search/Email by Criteria

Find Students based on **Overall score**

Score

- ☒ By score or score range
 - ☐ Score range is \geq 0 % and $<$ 70 %
 - ☒ Score is $<$ 70 %
- ☐ no score

[Search](#)

[+]

Search/Email by Criteria

Find Students based on **Work activity**

Specify criteria

- ☒ Number of days since assigned work was last submitted: 7 (includes homework, tests, or quizzes)
- ☐ Number of days since any work was submitted: (includes assigned work, study plan, Quiz Me, or sample tests)
- ☐ Number of days since student last logged in:

[Search](#)

Search/Email by Criteria

Find Students based on **Category averages**

Category

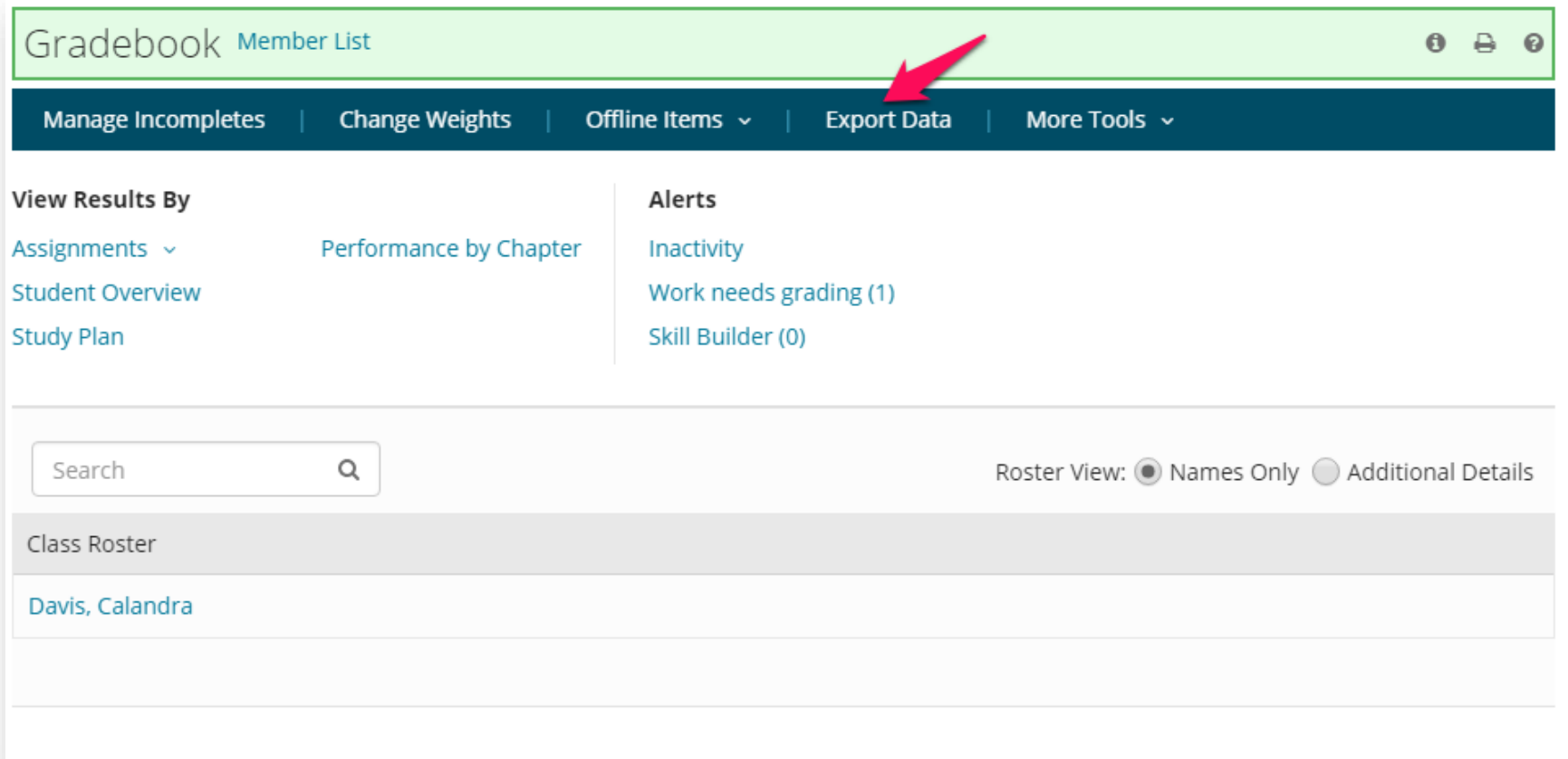
- ☐ Homework
- ☐ Quiz
- ☐ Test
- ☐ Other
- ☐ Study Plan

Score

- ☒ By score or score range
 - ☒ Score range is \geq 0 % and $<$ 70 %
 - ☐ Score is $<$ 70 %
- ☐ no score

[Search](#)

Quick/ Advanced Export



The screenshot shows the 'Gradebook Member List' interface. At the top, there is a green header bar with the text 'Gradebook Member List' and three icons (info, print, help) on the right. Below this is a dark blue navigation bar with the following options: 'Manage Incompletes', 'Change Weights', 'Offline Items' (with a dropdown arrow), 'Export Data' (highlighted with a red arrow), and 'More Tools' (with a dropdown arrow). The main content area is divided into two columns. The left column is titled 'View Results By' and contains links for 'Assignments' (with a dropdown arrow), 'Student Overview', and 'Study Plan'. The right column is titled 'Alerts' and contains links for 'Inactivity', 'Work needs grading (1)', and 'Skill Builder (0)'. Below these columns is a search bar with the placeholder text 'Search' and a magnifying glass icon. To the right of the search bar is a 'Roster View' section with two radio buttons: 'Names Only' (selected) and 'Additional Details'. Below the search bar and roster view is a table with the following content:

Class Roster
Davis, Calandra

Advanced Export

Gradebook Category	<input type="radio"/> All Categories <ul style="list-style-type: none"><input type="checkbox"/> Include Sample Tests<input type="checkbox"/> Include Quiz Me<input type="checkbox"/> Include Study Plan <input checked="" type="radio"/> Specific Categories Choose... (0 categories selected)
Assignments	<input checked="" type="radio"/> All Assignments <ul style="list-style-type: none"><input type="checkbox"/> Include Omitted Results <input type="radio"/> Specific Assignments Choose... (All assignments selected)
Chapters	<input checked="" type="radio"/> All Chapters <input type="radio"/> Specific Chapter Choose... (All Chapters selected)
Scores	<input type="radio"/> Scores from all attempts <input checked="" type="radio"/> Included attempt only Currently set to Best Score (Score Settings)
Score Format	<input checked="" type="radio"/> Export scores as percentages <ul style="list-style-type: none"><input checked="" type="radio"/> Decimal format<input type="radio"/> Percent format <input type="radio"/> Export scores as points
Score precision	<input checked="" type="radio"/> Export rounded values (2 decimal places) <input type="radio"/> Export unrounded values (7 decimal places)
Other Data	<input type="checkbox"/> Time spent on assignment <ul style="list-style-type: none"><input type="checkbox"/> Include median time spent <input type="checkbox"/> Date Worked on assignment <input type="checkbox"/> Student Overall Score <input type="checkbox"/> Study Plan Total Mastery Points and Time Spent <input type="checkbox"/> Weighted Average of selected assignments <input type="checkbox"/> Last Login date <input type="checkbox"/> Number of days submitted late

Edit MML Settings

Edit Course

1 Start 2 Availability 3 Group Admin 4 Course Access 5 Coverage 6 Learning Aids and Test Options


Type of course to create Member

Course name Lial - Basic Math, Introductory and Intermediate Algebra, 1/e (

Book Lial: Basic Math, Introductory Algebra, and Intermediate Algebra, 1e

Lockdown and Proctoring Options

☒ Use a lockdown browser in this course [More Options](#)

 The Pearson LockDown Browser is not compatible with mobile devices or Chromebooks.

☒ Use automated proctoring in this course

ProctorU Key:

ProctorU Secret:

IP Address Range

☐ Require students to take IP-restricted quizzes and tests within the following IP address range:

[Change...](#)

Multimedia Learning Aids

Choose the multimedia learning aids that are available in this course.







Coming Soon

Adaptive Homework


Allowing instructors to **control** what topics students encounter in their course, but using **adaptivity** to personalize assignments to focus students on just the review topics *they* need to learn.



Adaptive Homework

 Skills for College Algebra (Corequisite) hkim   




MyLab Math

- Course Home
- Assignments
- Study Plan
- Gradebook
- eText
- Chapter Contents >
- Blitzer Bonus Videos
- Learning Guide
- Student Success >
- Tools for Success
- Multimedia Library
- Purchase Options 
- Discussions
- Course Tools >
- Instructor Resources >

Course Home Manage View ▾

[+]


Skills for College Algebra (Corequisite)

New Homework   

1 Start 2 Select Media and Questions 3 Choose Settings

Book Blitzer: Algebra for College Students, 8e

Gradebook Category Homework

Homework Name Skills for College Algebra #1 
[Creating assignments for mobile use.](#)

Would you like this homework to be personalized based on the student's previous results?

☐ Yes, omit questions from sbjectives that were mastered in test/quiz: Choose...

☐ Yes, give additional coaching and targeted practice with the [Skill Builder Adaptive Practice](#).

☒ Yes, students receive automatic credit for exercises the Adaptive Engine thinks they know based on work they have already done.

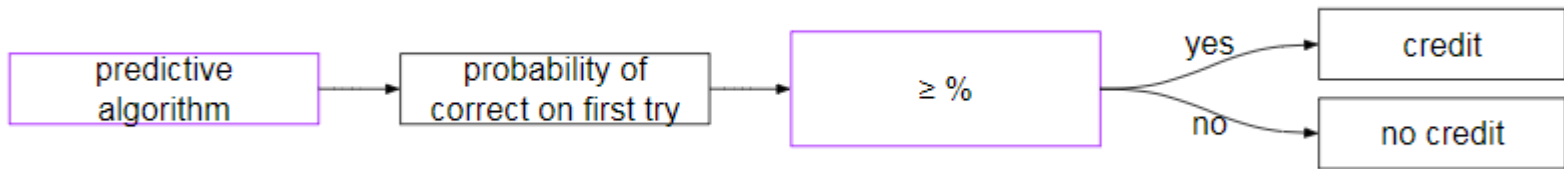
Cancel

Next

DEV: 404 [Save](#)

Adaptive Practice

- Courses will be able to “talk to teach other”
- Students’ work activity and rules set by the system predict students’ probability of answering correctly



Corequisite Support Modules

- Lead by George Woodbury
- Standalone corequisite support courses
- Support for Precalculus/ College Algebra, Statistics, Quantitative Reasoning/ Liberal Arts

Results Library

Reach every student

Personalize the learning experience and improve results for each student with MyLab.

Find out how you can reach every student

Educators & Administrators

Results Library 

Why It Works

Training & Support

Students

Get Registered

Features

Support

Sign In

Already registered? Sign in with your Pearson account.

 Sign in

Forgot username or password?

Register Now

Need access? Start here!

 Student

 Educator



There's so much more to learn!

Resources:

MyMathLab.com >> Training & Support >> How Do I? Videos

calandra.davis@pearson.com

ALWAYS LEARNING