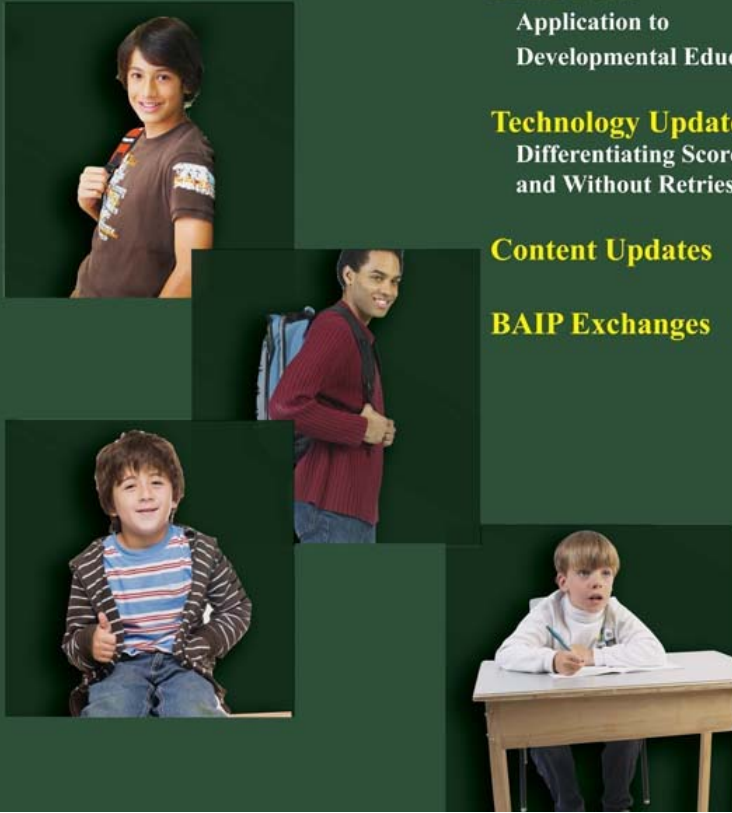


VOLUME 2 ISSUE 7 FEBRUARY 5<sup>TH</sup> 2009

*BLENDING ASSESSMENT WITH INSTRUCTION PROGRAM*

# BAIP BULLETIN



**BAIP News**  
Application to  
Developmental Education

**Technology Updates**  
Differentiating Scores With  
and Without Retries

**Content Updates**

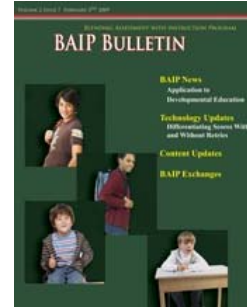
**BAIP Exchanges**

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## BAIP Bulletin

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- [BAIP News](#) - The latest news on current and new features, as well as resources for teachers and parents.
- [Content Updates](#) - Information on updates to lessons and tutorials.
- [Tech Updates](#) - Technical changes, additions or corrections that warrant your attention.
- [Exchange](#) - Questions and comments that are frequently asked by BAIP participants are answered.

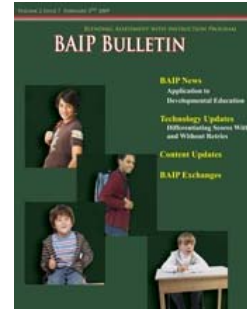


## BAIP News

We have been progressing on the KAMM version of the BAIP lessons for students with disabilities along with work on our animated tutorials. While working on this development effort another need has been brought our attention that is related to students with disabilities and other struggling learners. Large numbers of students are enrolled in developmental education programs in community colleges because they lack sufficient preparation in mathematics to be successful in math courses at the postsecondary level. Data show that 40% of freshmen in community colleges are enrolled in some form of remedial instruction. This has caused us to examine the application of the BAIP secondary lessons and tutorials for developmental education programs.

We appreciate any insights you may wish to share with us if you are using BAIP at the secondary level. We have just begun to share the idea with a couple of colleges and the feedback has been positive. Clearly, they face a major challenge in meeting the needs of students who seek admission, but lack the needed skills in mathematics. Many four-year institutions no longer offer remedial instruction. Consequently, the demands for developmental education are increasing at the community college level.

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## Content Updates

### Lessons:

- 10<sup>th</sup> grade
  - S4.B1.K3, Lesson 1, PowerPoint slide #3.

Previous	Current
$5^{(1/7)}$	$6^{(1/7)}$

- S4.B1.K3, Lesson 1, PowerPoint slide #18. The sentence, "You should be able to generate random numbers from 1 to 12" has been removed from the slide.

### Tutorials:

- 3<sup>rd</sup> grade
  - S1.B1.K2a, Tutorial 1, Instructional item. Responses for options have been made clearer.

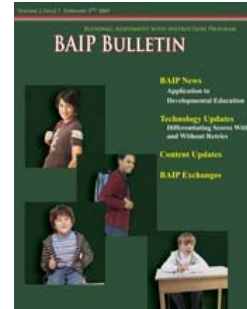
Previous		Current	
A.	The hundreds place value digits are not in order from greatest to least 0, 1, 1, 8 but from least to greatest.	A.	The numbers are listed from LEAST to GREATEST. The question asked for GREATEST TO LEAST.
B.	The hundreds place values are not in order from greatest to least 1,1,0,8.	B.	The GREATEST number is 1801. It should not be listed last.
C.	Thousands are equal, hundreds are from greatest to least and the less place values are not critical to the order once you have ordered the greatest place values that are not equal.	C.	Thousands are equal. There are two numbers with 1 in the hundreds. The tens of 1180 is greater than 1108, so 1180 should be listed before 1108.
D.	Thousands are equal, hundreds are from greatest to least but the tens are not.	D.	In the numbers 1108 and 1180, the thousands and hundreds are equal. The tens of 1180 is greater than the tens of 1108, so 1180 should not be listed after 1108.

- 10<sup>th</sup> grade
  - S2.B4. A1i, Tutorial 1, Slide 2. The table data and pie charts have been changed.

Previous				Current			
	Wins	Losses	Ties		Wins	Losses	Ties
2005	9	3	1	2005	12	2	2
2006	7	4	3	2006	8	4	4

2005		2006	
■ Wins ■ Losses ■ Ties		■ Wins ■ Losses ■ Ties	



- o S2.B4. A1i, Tutorial 1, Question 7. Responses for options have been made amended.

Previous		Current	
A.	Why option A is incorrect. NYC's budget was GREATER than L.A's during week 2. The red square is above the blue diamond.	A.	Why is option A incorrect? NYC's budget was greater than LA's budget for week 1. The red square is above the blue diamond.
B.	During Week 3, L.A., budget was \$80,000, and NYC's budget was a little less than \$40,000. Therefore, L.A.'s budget was over twice NYC's budget that week. This relationship is also true in the circular graph.	B.	Why is option B incorrect? NYC's budget is slightly greater than LA's budget for week 2. In the pie chart, the blue section is much larger than the red section.
C.	Why option C is incorrect. In week 4, the budge for L.A was 60,000. The budget for NYC was a little more than 30,000, so for this week the blue part of the circle should be just a little bit smaller than twice the red part.	C.	Why is option C correct? In week 4, the budge for L.A was 60,000. The budget for NYC was a little more than 30,000, so for this week the blue part of the circle should be just a little bit smaller than twice the red part.
D.	Why option D is incorrect. In week 5, the budge for L.A. was about 65,000. The budget for NYC was about 40,000, so for this week the blue part of the circle should be smaller than twice the red part.	D.	Why is option D incorrect? The two budgets were very similar during week 6. Therefore, the pie chart ( would need to have two relatively equal sized sections.

- o S3.B3.A1, Tutorial 1, Question 3. Option B has been amended.

Previous	Current
The volume is changes by cubing, not adding.	The volume changes by cubing, not adding.

- o "S3.B4.K6, Tutorial 1, Slide 6. The statement explaining m and b has been revised.

Previous	Current
m and <b>by</b> are constants, representing the slope and the y-intercept respectively	m and <b>b</b> are constants, representing the slope and the y-intercept respectively

- o S3.B4.K6, Tutorial 2, Slide 1. The formula for slope has been clarified with parentheses.

Previous	Current
$y_2 - y_1 \div x_2 - x_1$	$(y_2 - y_1) \div (x_2 - x_1)$

- o S3.B4.K6, Tutorial 2, Slide 3A.

Previous	Current
It has a y-intercept of 6 and a <b>negative</b> slope of 3	It has a y-intercept of 6 and a slope of <b>negative</b> 3.

- o S4.B1.K3, Tutorial 1, Slide 6. The definitions of odds and probability have been modified.

Previous	Current
Odds and probability express the same situation in different ways.  Odds represent the number of successful attempts divided by the number of successful attempts divided by the total number of attempts.  The idea of division can be written using the word "to", as in 2 to 3.	Odds and probability express the same situation in different ways.  Probability is a ratio of the number of successful outcomes to the number of total outcomes (the probability of tossing a coin and getting tails is $\frac{1}{2}$ ).  Odds express the number of successful outcomes to the number of unsuccessful outcomes. Odds are typically expressed with the word "to" in the middle. If a successful outcome is tails, then the odds of getting tails are 1:1.

- o S4.B1.K3, Tutorial 1, Slide 9. Question 2 has been rephrased.

Previous	Current
If the odds that a scientist in a lab is under	If the odds that a scientist in a lab is 20 years old

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## Tech Updates

### Gradebook Revisions

Last newsletter we talked about how BAIP tutorials had been revised to include question retries. We also noted that students now get two scores at the end of their tutorials - a score that does and does not include retries. So how do teachers differentiate between these two scores?

#### Display Grades With or Without Retries

**Display Properties** [refresh](#)

**Which Tutorial Attempt?**

First Score

Highest Score

**Count Question Retries Within Tutorials?**

No, Ignore

Yes, Include In Scores

**Assignments Per Page**

Show All

Show

**Order Assignments By**

Indicator

Date Assigned

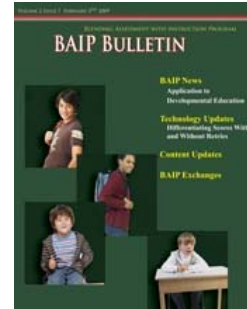
Because question retries have been added to all BAIP tutorial questions, teachers have to decide if they want the correct answers achieved on these question retries to be included in their gradebook scores.

The green highlight on Fig. 1 shows a new display property that lets you toggle between including and excluding correct answers on retries.

Click "No, Ignore" and only first attempts on each tutorial question will be considered when calculating gradebook scores. Click "Yes, Include in Scores" and correct answers on retries will be counted in tutorial scores.

So what happens to tutorials taken before retries were incorporated into the system (Jan 1st, 2009)? Nothing. These scores will simply be the same with or without retries.

**Fig 1. Updated Display Properties**



#### Display Highest Score instead of Latest Score

**Display Properties** [refresh](#)

**Which Tutorial Attempt?**

First Score

Highest Score

**Count Question Retries**

Fig.2 highlights a slight wording change in your gradebooks. Students might take a tutorial multiple times in an attempt to master that particular tutorial. Teachers decides if they want to display first scores or best scores in their gradebooks.

Previously, the option read "Latest Score" but in rare circumstances, the latest score might not be the highest score. We've made small changes to the internal logic of this system and the wording of this display property to make the gradebook display the "Highest Score" instead of the "Latest Score".

**Fig 2. Which Score Properties**

#### Retries Reflected In Tutorial Details

S1.B1.K2a Tutorial 1 Details				
Student Name	Student Responses			
	Q1	Q2	Q3	Q4
Student, Guest50	A	A	A	B
Student, Guest51				

In addition to being able to see grades for a number of different tutorials all at once, teachers can also delve into the details of any one tutorial to see all the options a student selected in order to get the grade they received.

(To see tutorial details: Click the "Tutorial # Details" link at the top of any column in your gradebook)

Notice how Guest Student #50 in Fig. 3 now has two answers for some of the questions. This means they retried the question! As you can see, the details page has been modified to allow you to track retry choices as well!

**Fig 3. Tutorial Details Updated**

Thanks for using BAIP this year and thanks for helping us make BAIP better. As always, please feel free to contact me with your questions and comments.

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785-864-1039

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## Exchange

Teacher comments from the field...

- "Great resources for students that struggle in certain areas! Provided another way to teach a concept that you might not have thought of!"
- "Thanks for putting this together. I used it primarily for students that needed additional support. But I did send home information for parents to do with their child. Many children did do it at home. Thanks for all your hard work. It is a great resource."
- "Great tool, please continue to expand. Thank you."

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If you have a question or comment you would like to send to the BAIP team, which might be used in future BAIP Exchange posts, please complete the form below. ( \*Required)

Name: \*  Email: \*

City:  State

School:

Comment or Question:

You can use my name and comment or question in a future BAIP Bulletin.  Yes  No

*Thank you for submitting your comment or question to the BAIP team! If you have asked a specific question, a BAIP team member will contact you with an answer. Your submission may or may not be published in future BAIP Bulletins, but if selected, the BAIP team reserves the right to modify the content and use your name. If you do not wish your comment or question to be used in a BAIP Bulletin, please check the appropriate option above.*

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