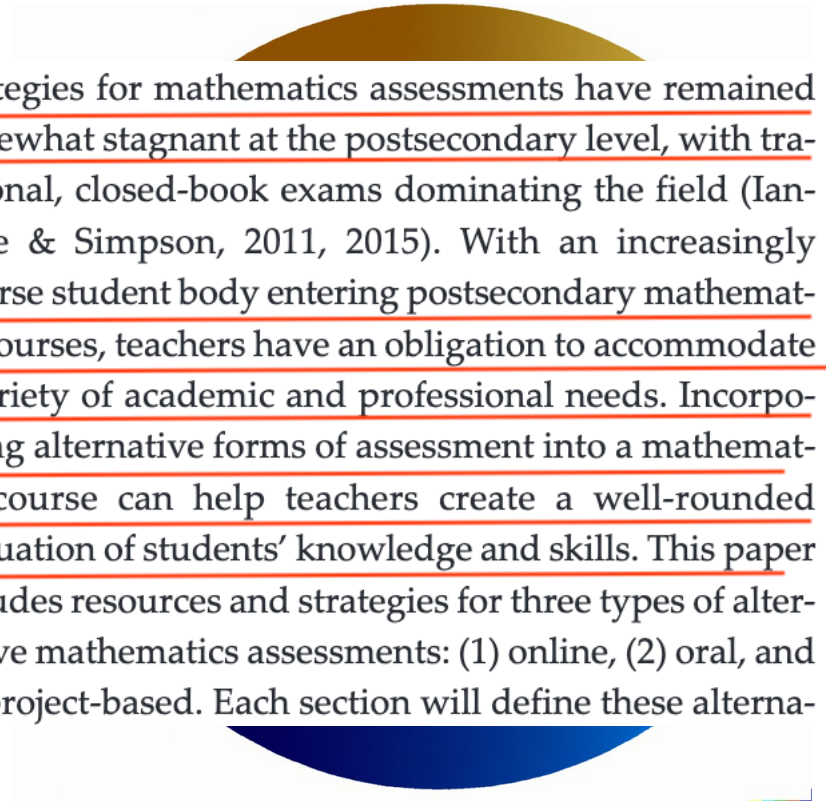
Vijay Subramanian

Associate Professor, Mathematics

ALTERNATIVE ASSESSMENTS

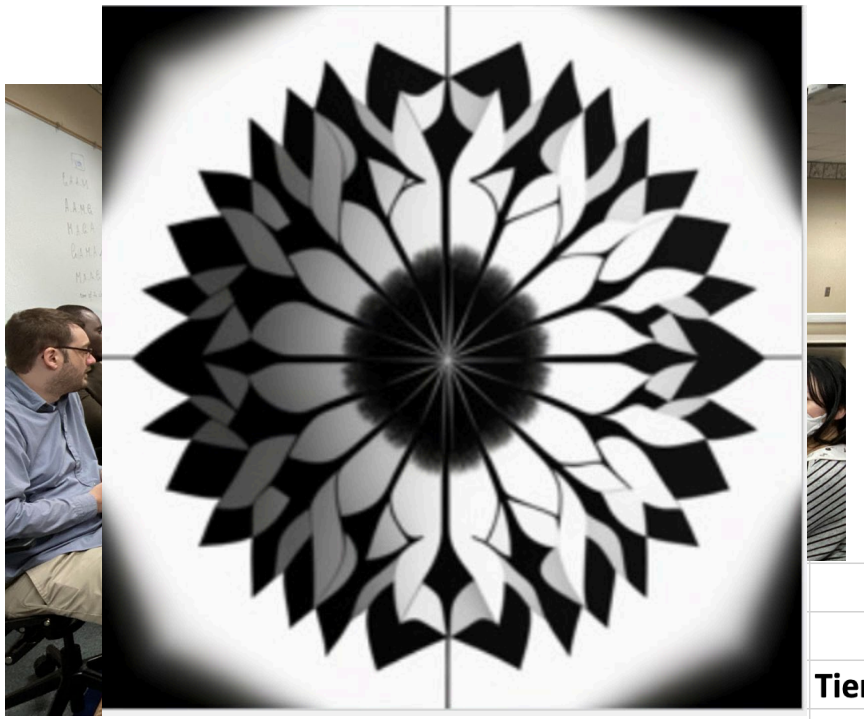
- Traditional & Authentic Assessments
- Culture of C.A.R.E.
- Professional Development



Strategies for mathematics assessments have remained somewhat stagnant at the postsecondary level, with traditional, closed-book exams dominating the field (Iannone & Simpson, 2011, 2015). With an increasingly diverse student body entering postsecondary mathematics courses, teachers have an obligation to accommodate a variety of academic and professional needs. Incorporating alternative forms of assessment into a mathematics course can help teachers create a well-rounded evaluation of students' knowledge and skills. This paper includes resources and strategies for three types of alternative mathematics assessments: (1) online, (2) oral, and (3) project-based. Each section will define these alterna-

MacMahon, A. L., & Mongroo, C. N. . (2021). Mathematics Assessment at the Postsecondary Level: Three Alternative Forms of Assessment. *Journal of Mathematics Education at Teachers College*, *11*(2), 35–45. https://doi.org/10.7916/jmetc.v11i2.7834

GROUP FOR ALTERNATIVE MATH ASSESSMENTS (GAMA)



- Focus Group
- Methods
- Observation/Results

Withdrawal Rate ≤ 5%

Success Rate of 93.5%

	Student Success Rates for SM and GAMA				
	Number of Focus Grp Faculty	Courses	SM Sp'22 Avg	Focus Grp. Sp'23 Avg*	Δ
Tier1	3	MAC1105/C	47.80%	64.92%	17.12%↑
Tier1	1	MGF1106	55.50%	70.50%	15.00%↑
Tier2	1	MAC2233	72.10%	82%	9.90%↑
	Number of students Influenced	~760		*projected	

GAMA'S POTENTIAL FUTURE

- Data **Analysis**
- Design a **Strategic Plan**
- **Collaboration**