**Evaluation Strategy**

Unlike other subjects math (and algebra) typically only has one correct answer. This can make it easy to grade the assignments since there is no argument as to why something is right or wrong. Typically when I grade my math students, I tend to look for the successful completion of the operations and procedures. It is quite possible for the student to follow the procedures correctly, but make a small adding error along the way and then they would come up with the wrong answer. Rather than having a wrong answer cost the student the entire point value of the problem, I take off a small percentage if all the steps were followed correctly but a wrong answer was produced.

The students are encouraged to check their work since many times in algebra work can be checked for accuracy prior to turning in an assignment by plugging in the answer for the unknown variable. In my Cmap I put a subtitle in as checking your work for this. This is part of my evaluation process. If a student can turn in an assignment and tell me what is correct and why, then they have a good understanding of the concept. If a student can tell me that their answer is wrong, but they don’t know why, and they are plugging in their answer and it is not working out, it still shows me they have an understanding of the concept but are having difficulty with the problem. By far, for me, understanding is the most important part for my students, not so much accuracy.

Lastly, I look for the correct answer for the final part of my evaluation. Obviously, I want all my students to come up with the correct answer, but that is not always going to happen. If the students follows the correct steps, and the correct procedure was followed and the attempted to check their work, I am confident that they understand the concept of algebra and can move on to the next lesson.