

**CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT (MDTP)  
CENTER FOR MATHEMATICS EXCELLENCE AND EQUITY (CEMEE)**

# **Assessment Conference for Mathematics Teachers**

*Content Focus: Fractions and Rational Expressions*

**Wednesday, March 11, 2009 • 4:15–7:30 p.m.**

## **Conference Program**

<b>4:15 – 4:30</b>	Room 150	Check-in
<b>4:30 – 5:00</b>	Room 150	Keynote
<b>5:05 – 5:55</b>	Rooms 150, 155	Breakout Sessions A, B
<b>6:00 – 6:50</b>	Rooms 150, 155	Breakout Sessions A, B (repeated)
<b>6:55 – 7:30</b>	Cafeteria	Dinner

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Room 150

Keynote: Why Are Fractions so Useful at Predicting Success in Math?

Brian Jersky, professor and dean of the School of Science at St. Mary's College of California, and MDTP statistician.

Most experienced teachers of mathematics at middle and high school know that students who are proficient with fractions are much more likely to succeed in their mathematics courses. The Mathematics Diagnostic Testing Project (MDTP) has some evidence from our own testing that confirms this intuition. In this talk, I will display the evidence from MDTP. After that, I will talk about some innovative ways to think about introducing fractions in the curriculum. Please bring examples from your own classes to share with the group, as I hope that the talk will be somewhat interactive.

**LAWRENCE HALL OF SCIENCE • UC BERKELEY**

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## **Conference Program Continued**

Room 150

Session A: Fractions and Rational Expressions in MDTP Tests

Emiliano Gómez, MDTP site director at UC Berkeley and mathematician  
in residence for CeMEE

Fractions and rational expressions make up a prominent topic area of MDTP's diagnostic tests. We will see how much it is emphasized as the test level ranges from Pre-Algebra Readiness to Calculus Readiness. We will analyze some test items and discuss how the results can be useful to assess your students' understanding.

Room 155

Session B: Fractions from the Ground Up

Lew Douglas, mathematics specialist for ACCESS at LHS.

Fractions are introduced as early as in the 2nd grade and studied intensively through the 7th, but a significant majority of students in high school and beyond find them scary. My conjecture is that the first thing we learn about fractions is rules that don't make sense. I will share some thoughts about how to make them more user-friendly.