This course of study outlines the sequence of learning activities to help you develop competence in the subject area of Mathematics Pedagogy. The activities are designed to help you review the learning necessary to successfully complete the proctored assessment. Once you pass the proctored assessment, you will receive a "Pass" on your Degree Plan for this Mathematics Pedagogy assessment. This course of study may take up to four weeks to complete depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate through this course of study.

Introduction

Much of the research and literature espouses a student-centered approach to math instruction. Rather than focusing on isolated skills and concepts, math teachers should plan their instruction around big ideas. As you work through the course of study activities, be aware of potential student difficulties and your potential interaction with the math content. You should consider this course of study to be a culminating experience, one that requires you to synthesize what you have learned in the other mathematics pedagogy assessments you have worked through prior to this one. Be advised that the items on this assessment were written from the Van De Walle "teaching developmentally" point of view. Because that is the case, when you are confronted with items on the exam for which you feel an argument could be made for more than one of several pedagogical approaches, be sure to respond with what Van De Walle espoused.

There are several broad areas of mathematics pedagogy that this course of study covers. These include the following: appropriate technology usage; prerequisite skills; mathematical errors; attitudes and curiosity; teaching strategies; and grade-level appropriate topics. This course of study has been designed to refresh your memory of what you have already learned about these topics so you will be successful on the 16-item MJC5 exam that covers these areas. Before requesting this assessment, you should have already passed the other math pedagogy assessments, those with codes starting with MP, MJ, and MV. This assessment covers some of the key elements of successful mathematics teaching. It is also presented in a multiple choice or multiple selection format. So, as you progress through this course of study, think to yourself about how you might ask multiple choice questions about the material presented here. As a math teacher, you will create assessments of your own. Now is a great time to start practicing that skill. See if you can anticipate the sorts of questions you might be asked, and you will be that much more prepared for them when you take the exam.

Be the Successful Mathematics Teacher

URL:
Study Skills Self Help Information
http://www.ucc.vt.edu/stdysk/stdyhlp.html

Whether you are initiating, changing, or expanding your career, what you learn throughout your mathematics program will help you internalize your skills and abilities and transfer your love and knowledge of math to your students in the classroom.
• **Get the Tools You Need**: Enroll in Teaching Mathematics Grades 5-12 from the course of study.

• **Build Your Motivation and Confidence**: If you are not already a teacher of record with your own classroom, spend time substituting and tutoring in schools. Get to know first-hand the challenges and joy of working with young students. As a teacher, you will need to know how to help your students learn and demonstrate competence in math. If you are interested, view videos to help you develop confidence in your abilities.

• **Apply Math to the Real World**: Enjoy learning how to apply your knowledge and skills. From consumer math to calculus, most students want the question “why do I need to know this?” answered. The texts and resources that you will have in your mathematics programs are rich with applications. Do not skip them. People come to math with different strengths and approaches. Building upon what you already know through your real-life experiences will inspire and enhance your creativity in teaching.

• **Maximize Your Time**: Test your prior knowledge. WGU allows candidates, under certain conditions, to accelerate through the program. This course of study has pacing suggestions to keep you on track with SAP. However, if you already have mastered the concepts and can move faster, please do so. Set goals, make a plan, and reward yourself often. Getting a degree is challenging, so make a plan that works for you.

Need help studying? Visit the study tip web resource listed above.

**Competencies**

This course of study covers the following competency:

**Competency: Teaching Methods-Mathematics (Secondary)**  
The graduate provides effective, research-based mathematics instruction.

**Teaching Dispositions Statement**  
Please review the [Statement of Teaching Dispositions](#).

**Required Learning Resources**

- Teaching Mathematics Grades 5-12 from Pearson: Enrollment in this resource provides you with access to the following e-texts:

**Preparing for Success**

To successfully complete this course of study, you need the appropriate resources to help with
your learning. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

**Acquire Learning Resources**

Arrange to obtain the learning resources listed in the "Required Learning Resources" section so there will be no delay in your studies. These items are essential for you, as this document will guide you in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click on your name in your Degree Plan, you can check your contact information.

**Enroll in Teaching Mathematics**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

Enroll in the Teaching Mathematics Grades 5-12 learning resource found in your Degree Plan. You may have already accessed this resource for other courses of study. If you have not, you do not want to wait until you are ready to study only to discover there is a technical problem preventing your access to these valuable resources. These are independent study courses provided to you by WGU through enrollment under the Degree Plan resource title “Teaching Mathematics Grades 5-12.”

The multimedia textbooks below are included and contain videos, practice problems, and quizzes.


*Note: Should you desire hard copies of these e-texts, the WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.*

After enrolling in this course, you will be e-mailed access information to the Pearson CourseCompass website. You will be sent a link to the site with your username and password. When you log in to this website, you access the Teaching Mathematics Grades 5-12 resource, e-books, MyEducationLab practice tests, and the above e-texts.

You are strongly encouraged to review the chapters you should have read for your prior math pedagogy assessments and to reflect upon the questions found at the end of each chapter. You will also be instructed in this course of study to take the chapter tests found at the end of each chapter of *Elementary and Middle School Mathematics* so as to get a better feel as to the types of questions you will encounter on the MJC5 exam.

*Note: The resources you are using to master the competencies for this assessment will also be*
valuable as you prepare for future assessments and as you develop lesson plans to use in your classroom in the future. Therefore, it is highly recommended that you complete each activity contained in this document.

Access the Companion Websites

URLs:

Elementary and Middle School Mathematics Companion Site
http://wps.ablongman.com/ab_vandewalle_math_5/

Elementary and Middle School Mathematics Companion Site
http://wps.ablongman.com/ab_vandewalle_math_6/

Also very useful are websites that reference older versions of *Elementary and Middle School Mathematics*. If you find that you need additional practice taking multiple choice tests, the websites listed above contain additional chapter tests. If you go to these websites, you can "jump to" any chapter to explore a variety of additional resources and also take practice tests.

Access the WGU Library

You will need to go to the WGU Library during this course of study to look for academic and industry journal articles and papers. In the Student Portal, you can access the WGU Library by clicking on the link found on the "Resources" tab. You will first be shown a window of relevant usernames and passwords for using various areas of the library. Keep this window open for reference, since you will need these to access full-text databases, use the e-reserves, and so forth when you are actually in the library. At the bottom of this page, click the link to enter the WGU Library. As you use the various library resources or need to ask a question of the reference desk, do not hesitate to contact the WGU librarians; the home page of the WGU Library lists their contact information.

Participate in the Message Board

In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course instructor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competence.

Get into the habit of visiting the message board on a regular basis. Read the posts covering the topics you are studying. Post your ideas about the topics as well as any questions you might have. Where other students have posted questions, feel free to reply with any answers or information you have to contribute. This is important for the development of your competence in this course of study.

Take advantage of the learning opportunities through communication with your course instructor and other students. This is a way to ask questions and get concepts clarified by your peers and by the course instructor. Watch for announcements of web conferences and other opportunities to meet your peers online. You can learn substantially more when working with others than you
can learn in isolation.

**Take Study Notes**

Get a study notebook or locate one you already own and have used for the other math pedagogy assessments. If you used the digital notes section in other web-enabled courses of study, go back and locate them as well. You will need these notes to review.

It is suggested that you create a paper or digital notebook for your study notes as you go through this course of study. Use organizers or dividers to separate your work. You may want to include a glossary, study notes, topics to revisit, and helpful websites.

One of the features of the web-enabled course of study is a "Notes" element in the lower right-hand navigation area. This feature allows you to keep notes organized by topic. You should get into the habit of using it throughout the course of study. You have the ability to take these notes online through the web-enabled course of study.

A notebook makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competence through the assessment.

**Mathematics and Technology**

You will now begin to focus on a review of some of the major issues and topics pertaining to mathematics pedagogy. This section focuses on the appropriate use of technology in mathematics classrooms. Recall what you have already learned about graphing calculators, Microsoft Excel, Cabri, and the Geometer's Sketchpad. Also recall what you have learned about TI's calculator-based ranger and calculator-based laboratory. The use of appropriate technology in math classrooms is one of the National Council of Teachers of Mathematics' (NCTM) principles. You will now refresh your memory of how these powerful tools can be appropriately used in mathematics classrooms. You will need to know how and when to use technology in your classroom in order to be an effective math teacher.

**Appropriate Technology Usage**

It is important to know not only how to use technology in a mathematics classroom but also when such usage is appropriate. Are there times when you should refrain from using technology? When might that be, and why? At the end of this activity, you should be able to describe how to determine whether (and when) students should use each of the educational technologies shown below, given specific curricular examples at different grade levels 5-12:

- Graphing Calculator
- Calculator-Based Laboratory or Calculator-Based Ranger
- Fathom or Microsoft Excel
- Geometer's Sketchpad or Cabri geometry

**Prior Math Technology Assessment Tasks**

Go back through your study notebook and the tasks you submitted for the math technology assessment. Read what you wrote about the appropriate use of these technologies in mathematics classrooms. Refer to this notebook throughout this course of study. Try to make
connections among the math pedagogy assessments you have engaged in to date and the one for which you are currently preparing.

**Educational Technologies**

Review chapter 5 ("Using Technology to Enhance Mathematics Instruction") in *Teaching Secondary Mathematics*.

Review chapter 7 ("Using Technology to Teach Mathematics") in *Elementary and Middle School Mathematics*.

These chapters should help refresh your memory as to the current trends in teaching mathematics at the 5-12 grade levels.

**Online Chapter Test and Review Questions**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

Take the online chapter test for chapter 7 ("Using Technology to Teach Mathematics") in *Elementary and Middle School Mathematics*.

1. Click on the "MyEducationLab Practice Tests" link found on the left-hand side of the Teaching Mathematics Grades 5-12 home page.
2. Once there, click on the "Chapter 7" link, and then click the "Chapter 7 Practice Test" link.
3. Click "Yes" when asked if you would like to take this assessment now.
4. Once you are done, be sure to submit your answers in order to receive your score. You will then be prompted to view your results. Do so by clicking the "OK" button.

Once you are done, click on the "Chapter 7 Review Questions" link. Record your answers to these prompts in your study notebook.

**Prerequisite Skills**

It is important to know what skills and knowledge students must possess prior to learning a given topic. For example, students should know how to add before they learn to subtract; and they need to know how to multiply before they learn to divide. As you read the list of topics below, think back to your days as a student and try to imagine all that you should have known prior to beginning to learn a particular topic. How did you feel if you were asked to learn something new without possessing the prerequisite skills needed to learn it? At the end of these activities, you should be able to determine the prerequisite content knowledge and skills that students need to master in order to solve specific problems from each of the following branches of mathematics at different grade levels 5-12:

- Numbers and Number Systems
- Natural Numbers
- Whole Numbers
- Integers
- Rational Numbers
• Irrational Numbers
• Real Numbers
• Complex Numbers
• Algebra
• Euclidean and non-Euclidean Geometry
• Calculus
• Discrete Mathematics
• Statistics and Probability
• Measurement and Measurement System

Teaching Math Grades 5-12 Curriculum

URL: http://www.coursecompass.com

In the Teaching Mathematics Grades 5-12 website, click on the "Teaching Math Resource" resource link on the left-hand side of the page. Once you have accessed this link, click on the "Classroom Connections" folder and then on the "Classroom Connections" link. Review all of the material that is provided in the topic of "Prerequisite Skills." What kinds of teacher questioning were evident? Why did the teacher not provide the formula to start the lesson? Why are writing and talking aloud with peers good ways to explore ideas? What are characteristics for successful problem solving? Then focus on the "Prerequisite" links found in cases 1 through 5, which you should now review. Record your reflections in your study notebook.

Understanding Mathematics

Review chapters 1 and 2 in Elementary and Middle School Mathematics.

Record your answers to the following questions in your study notebook:

• How do you respond to a statement that a student has learned the material for a test but is not prepared for related math topics?
• What does it mean to understand mathematics?
• What was a rationale for creating the NCTM reform standards?
• What are key features for "doing" mathematics?

Once you have finished this activity, take the online practice tests for both of these chapters and do the review questions for each chapter as well. Record your answers to these prompts in your study notebook.

Review of Misconceptions That Can Lead to Errors

Error identification includes understanding how students perceive various mathematical concepts and where students tend to make errors in computations or setting up problems. Recall your study of mathematics. Why might you or another student stumble over a procedure, computation, or conceptualization of a particular mathematics topic? As you study error identification, pay particular attention to which areas of mathematics and what aspects in those mathematical topics lead students to make errors. Given a hypothetical class and selected mathematics problems, you need to be able to
- identify most common errors,
- identify probable causes,
- verify causes, and
- identify ways to correct common errors.

How would these determinations be influenced if you were dealing with grades 5-9 and, alternatively, grades 7-12?

At the end of these activities, you should be able to

- identify the most common errors made by a hypothetical class of students on a given set of mathematics problems,
- determine the probable causes of their errors,
- specify how to verify the causes, and
- describe how to correct specific errors.

**Mathematical Errors, Misunderstandings, and Misconceptions**

You should be able to identify errors in student responses that are likely to occur in different areas of mathematics. Mathematical misunderstandings, misconceptions, and errors occur frequently in grades 5-12. You should be able to identify misunderstandings and misconceptions that are likely to occur in different areas of mathematics. For each of the identified errors or misunderstandings, you should be able to recommend error-correcting procedures that meet the diverse needs of students between grades 5 and 12. Some of these areas include

- number and number systems,
- algebra,
- Euclidean and non-Euclidean geometry,
- calculus,
- discrete mathematics,
- statistics and probability, and
- measurement and measurement systems

Identifying student errors and anticipating misunderstandings about mathematical concepts aid instruction as well as assessment. Can you name several mathematical topics that are problematic for students? Record these in your journal. Add to this list as you complete the following activities.

**Classroom Connections**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

In the previous topic, you reviewed the Teaching Mathematics Grades 5-12 "Classroom Connections" module. Return to this by accessing the Teaching Mathematics Grades 5-12 website, then clicking on the "Teaching Mathematics Resource" link on the left-hand side of the page. Once you have accessed this link, click on the "Classroom Connections" link. Review all of the material that is provided in the topics "Student Misconceptions," "Types of
MJC5 - Specific Teaching Practices, Part IV: Mathematics Pedagogy
Course of Study

Misconceptions," and "Addressing Misconceptions." Can you identify the most common errors made by a hypothetical class of students on a given set of mathematics problems? How would you determine the probable causes of these most common errors? As you write in your journal, specify how to verify the causes of the most common errors. Also, describe how to correct those specific errors.

Case 2

URL: http://www.coursecompass.com

At the Teaching Mathematics Grades 5-12 website, click on the "Teaching Mathematics Resource" link on the left-hand side of the page. Once you have accessed this link, click on the "Case 2" link. Review all of the material that is provided in the topic "Task: Case 2: Teaching Techniques - Case 2 Error Prediction." Can you identify errors that are likely to occur in specific areas of mathematics? Write about this in your journal. Also reflect on how identifying these will influence your teaching.

As teachers incorporate problem solving in the classroom, errors inevitably emerge. Students working to solve problems will select methods that work and some that do not work. As a teacher, how will you recognize student errors? How can you work to help students recognize and correct these erroneous problem solutions? Record your ideas in your journal.

Encouraging Persistence and Improving Student Attitudes

If students do not persist with trying to solve a problem, they essentially quit. When that happens, learning does not occur. Obviously, as a teacher, you want to avoid this. What are some of the ways in which you can encourage students to persevere? How might students' attitudes towards and beliefs about math influence their persistence? Does mathematical curiosity play a role? How can you increase students' mathematical curiosity levels?

Attitudes and Curiosity

Upon completion of these activities, you should be able to describe a variety of techniques for motivating students to engage in mathematics, encouraging curiosity towards mathematics, and encouraging further mathematical explorations for grades 5-6, 7-9, and 9-12. Are student attitudes about mathematics linked to student success? If so, how? Can you cite research to support your claim?

Techniques for Encouraging Curiosity Towards Mathematics for Students in Grades 512

URL: http://www.coursecompass.com

In the Teaching Mathematics Grades 5-12 website, click on the "Teaching Mathematics" resource link on the left-hand side of the page. Once you have accessed this link, click on the links for cases 1-4 and watch the videos for these cases. As you watch the videos, take notes on the various strategies that encourage math curiosity. What are the benefits to these approaches? How might you implement them in a math classroom? What is the effect of open-ended questioning? Notice the expressions on the student faces as they truly engage in the lesson.

Encouraging Math Curiosity
Review chapters 3, 4, 7, and 23 in *Elementary and Middle School Mathematics*. Takes notes and summarize the strategies for encouraging curiosity. Do you feel that different strategies are necessary for the upper grade levels? Why? How might you incorporate riddles into a lesson? Should you give out an answer to a math question? If so, when? Are there times when you would not do so? Record your answers to these questions in your study notebook.

Once you have finished this activity, take the online practice tests for each of these chapters and engage in the review questions for each chapter as well. Record your answers to these prompts in your study notebook.

**Pedagogical Strategies**

In this topic, you will learn how to encourage flexibility and persistence in approaching multiple solution strategies. A good attitude about students' mathematical ability can affect their performance, and you will learn strategies to help students develop a positive attitude. These strategies cut across mathematical content and build a foundation for a student's success in your math classroom as well as in future mathematics courses. How students feel about their ability to do math often affects their performance. In this topic, you will learn strategies for helping build positive attitudes in math students. Record your answers to the following questions in your study notebook:

- How did you feel about your math ability when you were a secondary student?
- How did this affect your success in mathematics?
- How can you use this experience to help others' attitudes about mathematics?

**Attitudes to Improve Student Success**

Review chapters 3 and 7 in *Elementary and Middle School Mathematics*, particularly the sections entitled "The Value of Teaching Through Problem Solving;" "Attitudinal Goals;" and "Benefits of Calculator Use."

Once you have finished this activity, take the online practice tests for both of these chapters and do the review questions for each chapter as well. Record your answers to these prompts in your study notebook.

**Teaching More Effective Lessons**

Review chapter 3 ("Teaching More Effective Lessons") in *Teaching Secondary Mathematics*.

**Dispositions and Attitudes Video and Reflection**

URL: [http://www.coursecompass.com](http://www.coursecompass.com)

At the Teaching Mathematics Grades 5-12 website, click on the "Teaching Mathematics" resource link on the left-hand side of the page. Once you have accessed this link, click on the link for "Dispositions and Attitudes." Review all of the material that is provided in this topic. As you watch the videos, take notes on which of the teacher's behaviors might positively impact a student's disposition or attitude towards math. Record your reflections in your study notebook.

**Selecting Grade-Level Appropriate Topics**
It is important for you to be able to select problems and topics for your students that are not too easy or too difficult. They should of course challenge students in expanding their zone of proximal development but not be so hard as to cause frustration and defeat. Part of being able to select appropriate problems is knowing what prerequisite skills are necessary prior to attempting to learn the new material.

**Grade-Level Appropriate Topics**

In this topic, you will review some of the NCTM standards for various grade levels in an attempt to get a better handle on what topics and approaches to teaching those topics are appropriate at various grade levels. As you engage in the materials, think about the following questions:

- What are different ways in which you might approach teaching similar topics to different grade levels?
- How might student skills, knowledge, and dispositions influence how you chose to teach a particular topic?

Record your answers to these questions in your study notebook.

**Middle- and High-School NCTM Standards**

**URLs:**

**Overview: Standards for Grades 6-8**
http://www.nctm.org/standards/content.aspx?id=26830

**Overview: Standards for Grades 9-12**
http://www.nctm.org/standards/content.aspx?id=26836

These websites list the standards for mathematics for grades 6-8 and 9-12. Each of the links above gives an overview of the standards for that grade range. Then, either by following the link at the bottom of the page or from the left-side menu, review the standards in each of the following strands: Number and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, Reasoning and Proof, Communication, Connections, and Representation.

Reviewing these websites may help you better understand the type of mathematical topics that are appropriate for middle school and high school math students. What strands do you see that are common to both grade bands? How might your approach differ for teaching a similar topic to different grade levels? Record your answers to these questions in your study notebook.

**Geometry and Probability**

You will now spend a little time focusing on teaching some particular topics so as to be able to provide students with concrete examples of the teaching developmentally approach advocated by Van De Walle. First, you will examine an approach used to teach the formula for the circumference of a circle.

**Teaching Geometry**
At the Teaching Mathematics Grades 5-12 website, click on the "Teaching Mathematics" resource link on the left-hand side of the page. Once you access this link, click on the link for "Case 2." Review all of the material that is provided in this topic. As you watch the videos, reflect upon the following questions:

- How does the class discussion around body-part ratios engage the students' interest?
- Why did the teacher not give the circumference formula to start?
- What question did the teacher ask to elicit student predictions about the ratio between the diameter and the circumference of a circle?
- How did the teacher get the students to respond to each other's guesses?

Record your answers to these questions in your study notebook.

Teaching Circumference

Read chapter 19 ("Developing Measurement Concepts") in *Elementary and Middle School Mathematics*. The circumference of any circle is about 3.14 times as long as its diameter. Why is the exact ratio, described by the Greek letter pi, considered irrational? Why is this concept difficult for some students to grasp? Record your answers to these questions in your study notebook.

Once you have finished this activity, take the online practice tests for this chapter and do the review questions for the chapter as well. Record your answers to these prompts in your study notebook.

Teaching Probability

URL: [http://www.coursecompass.com](http://www.coursecompass.com)

View "Teaching Math Resource" on the Teaching Mathematics Grades 5-12 website, and review case 4. Review all of the material that is provided in this topic. Record your answers to the following questions in your study notebook:

- What is meant by a favorable outcome?
- What is a tree diagram?
- What is an area model?
- What does the shaded area represent in the area model?
- How would you use these models to calculate the probability of flipping two coins and getting heads on both tosses?
- How do these models help students to understand compound probability?
- What is the benefit of empirical data?
- How do you connect the concepts of theoretical and empirical probability values?

Probability

Review chapter 22 ("Exploring Concepts of Probability") in *Elementary and Middle School Mathematics*. Suppose you are playing with a fair coin toss. Can you expect the odds of coming
up heads to change if you get three heads in a row? What does this mean, that the probability can be calculated? How do you distinguish between theoretical and empirical probability? Record your answers to these questions in your study notebook.

Once you have finished this activity, take the online practice tests for this chapter and do the review questions for the chapter as well. Record your answers to these prompts in your study notebook.

**Conclusion**

Congratulations! You should be proud that you have worked through all of the subjects, topics, and activities that have gotten you to this stage. Your hard effort and diligence will be rewarded by passing the upcoming assessments. In following this document, you have completed the Mathematics Pedagogy course of study. Savor your accomplishment!

**Review of Major Points**

You have completed a review of the main points of math pedagogy, including a review of appropriate technology usage, prerequisite skills, mathematical errors, attitudes and curiosity, teaching strategies, and grade-level appropriate topics. By now you should be well on your way to developing a constructivist and problem-solving approach to the learning and teaching of mathematics by using the NCTM principles and standards to inform instruction, integrating technology, meeting the needs of all learners, and connecting theory with practice.

**Transfer and Application**

How does the study of these topics apply to your profession? Your understanding of mathematics pedagogy prepares you for mathematics instruction in today's classroom. As a math teacher, you need to know not only the content that you will be required to teach but also how to teach that content. As a result of what you have learned in this domain, you should now feel confident in your ability to use technology appropriately, identify misconceptions that might lead to errors, encourage student persistence, identify necessary prerequisite skills, and be able to tailor your lessons to various age groups via the selection of appropriate topics and problems. The activities found in this course of study were designed to help you develop your ability to do all of these things.

**Next Steps**

Throughout this course of study, you have been asked to record thoughts, reflections, or questions in your study notebook. Review these notes now and make a list of areas that are still unclear to you. You may want to revisit the online chapter tests available for particular areas in which you are still struggling. Again, think about how you might be asked to demonstrate your competence on these topics via multiple choice or multiple selection items. Attend the scheduled review sessions. You might attend the review immediately after completing the requirements set forth in this document or as you are preparing for the examination. Bring your notebook with index cards, assignments, and notes to the review session.

When should you take the MJC5 proctored exam? You should have explored all of the aforementioned content, passed the MV, MP, and MJ performance assessments, and passed the MJC5 pre-assessment. At this point, you have covered a lot of material. Attempt to make connections across assessments. Use everything! Review your study notebook and all of your
submissions to TaskStream in the other math pedagogy assessments. You may also find it helpful to review the e-reserve articles to which you have been directed earlier in your studies.

**Objective Assessment**

Take the pre-assessment. This should be scheduled through your Degree Plan. Then take the MJC5 assessment.

**Pre-Assessment**

To request the pre-assessment, follow these steps:

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Preparation" column, click "Pre-assessment."
5. In the window that pops up, click "Click here to refer for this pre-assessment." A request will be sent to your mentor for approval.
6. Once your mentor has approved your request, return to the "My Degree Plan" tab and click "Pre-assessment" in the "Assessment Preparation" column.
7. In the window that pops up, click "Click here to take this pre-assessment." You will then begin the pre-assessment.

This pre-assessment will give you a good idea of whether or not you are adequately prepared for the exam. Access the "Coaching Report" from your Degree Plan and revisit topics in this course of study in which you may need extra practice. The learning resources all contain additional exercises that you can practice in each topic area. Another way to check your comprehension of topics is to start with blank paper and write down your understanding of the topic. Write it as if you were explaining it to a student. Once you have confidence in your new knowledge, you may want to talk to your mentor about whether you should take the pre-assessment again.

**Objective Assessment**

Once you have passed the pre-assessment and have confidence that you are ready for the MJC5 assessment, talk to your mentor about scheduling it. You can request the objective assessment by following these steps:

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. In the window that pops up, click "Search."
6. A new window will come up. In this window, you can either select a previously-used site or search for a different site approved by WGU. Select the site(s) by clicking on the box beside the name. This will move your selection(s) to the "Selected Sites" box.
7. Once you have selected at least one site, click "Update."
8. You will be returned to the previous window, and the site information will now be filled in. Click "Continue."
9. Enter three different potential dates with the times you can take the assessment. Note: The dates must be at least two weeks from the day you request the assessment.
10. Click "Continue" once your potential dates and times are filled in.
11. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears, and then click "Continue." If not, simply click "Continue."
12. A request will be sent to your mentor for approval.
13. Once your mentor has approved your request, our Assessment Delivery Team will begin scheduling your assessment at the proctor site that you submitted. Once your assessment has been scheduled, you will receive a confirmation e-mail with the date, time, and proctor site. The status on your Degree Plan will then change to "Scheduled."

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's ADA policy and process can be viewed in the student handbook at the following link:

- Policies and Procedures for Students with Disabilities