

1056-J1-1118 **Gerald W. Kruse*** (kruse@juniata.edu), Juniata College, 1700 Moore St., Huntingdon, PA 16652. *Using CLA in the Classroom Performance Tasks for Assessment in a Quantitative Reasoning Course*. Preliminary report.

Juniata College's MA 103, Quantitative Methods, is offered to satisfy a Quantitative skill. The goals of the course include preparing the students to be quantitatively literate, analytic problem solvers, and able to present quantitative arguments, which correspond nicely with the goals of CLA in the Classroom Performance Tasks. Performance Tasks are used in several different ways. On the first day of class, a task with a significant quantitative literacy component is given as a pre-assessment, and then on the last day, a similar task is given as a post-assessment. During the semester, three Performance Tasks have replaced the "traditional" open-ended projects used previously. These three tasks share a scenario, and are designed to be authentic, with a reasonable scenario. In this case, the students are told that they have matriculated at a small liberal arts college (similar to Juniata), and are active in student government. The tasks are aligned with the material being covered in the course, and all have a element of urgency (funding allocation, loan analysis). Preliminary data will be presented with the results on the pre and post assessments, and this data will be compared to results on the same assessment in sections using traditional projects. (Received September 21, 2009)