

## Answers to Exercise 2.2

**Instructional Feedback Versus Formative Scores**

1. *Ms. Levine is teaching a unit on oral communication. At the end of the unit, students will give an oral presentation on a book of their choosing, but Ms. Levine knows students need opportunities to practice skills such as eye contact, enunciation, and pace and volume control. To provide those opportunities, Ms. Levine asks the students more direct questions than she ordinarily might. The student who answers is asked to stand and address the class so that he or she may become a bit more comfortable with speaking in front of a group. Ms. Levine provides spontaneous feedback as well, such as suggesting that a student slow down or speak louder.*

This scenario exemplifies the use of assessment as instructional feedback. Ms. Levine is not recording scores for her students. She is only providing opportunities for them to practice their public speaking as well as providing feedback to help them in the future.

2. *After a unit on the circulatory system, Mr. Williams asks students to complete a written test. He grades each one and records the scores.*

This scenario exemplifies the use of assessment for formative scores. The written test is formal, and the grades are recorded.

3. *Ms. Bowman has given her students updates on their current scores for each learning goal covered during the first quarter of the school year. Candice has been reminded that her score for a goal involving immigration is a 2.5 on a 4-point rubric, and she wants to raise that score to a 3.0 by the end of the quarter. She approaches Ms. Bowman with an idea to create a family tree depicting the names of each family member on her mother's side, the countries from which they came, and the date of their arrival. Candice believes this would demonstrate her knowledge of the score 3.0 content.*

This scenario exemplifies the use of assessment for formative scores. Candice is the one seeking to improve her grade and designing an assessment she believes will demonstrate she is deserving of a higher score, but the family tree is still an assessment, and the grade will be recorded.

4. *Mr. McKimm is teaching a unit on quadratic equations. He writes an equation and its solution on the blackboard and asks the class to vote on whether the solution is correct or incorrect. He chooses one student to explain why he or she thinks the solution is correct and one to explain why he or she thinks the solution is incorrect. After hearing both sides, the students vote again. Mr. McKimm makes a mental note of how many students appear to understand the problem.*

This scenario exemplifies the use of assessment for instructional feedback. Mr. McKimm is not recording scores here; he is merely providing students with opportunities to think independently and learn from their mistakes.

5. *Ms. Walker is teaching a unit on volleyball. After covering individual skills with the students, she has split them up into teams. During one of the games, she notices that Ashley executes a perfect overhand serve. Ashley has had trouble with this skill, receiving low scores in the past. After seeing the serve, Ms. Walker makes a mental note to assign Ashley a higher score in the gradebook.*

This scenario exemplifies the use of assessment for formative scores. Although Ashley is not aware that she is being assessed, Ms. Walker has seen the level of execution she is looking for and will record Ashley's score.