

Answers to Exercise 3.2

Scoring Assessments Using the Scale

1. *Mr. Swanson has set up an activity that allows the students in his physical education class to demonstrate their ability to balance themselves. Some parts of the activity ask students to demonstrate the simpler aspects of the goal (score 2.0 content), such as approaching the balancing activity slowly and with a firm foundation. Other parts of the activity ask students to demonstrate target behaviors, such as walking on a balance beam (score 3.0 content), and some parts of the activity ask students to demonstrate behaviors above and beyond the target learning goal, such as throwing a ball to a partner while balancing or catching themselves when they begin to fall (score 4.0 content). Bonnie exhibits ability in the simpler balance activities and has some success at the target balance activities.*

Since Bonnie has exhibited mastery of the simpler elements, she has achieved at least a score 2.0. Since she has not performed all of the elements designed for the target learning goal, she has not yet achieved a score 3.0. Because she did perform some of the elements, though, her score would be a 2.5.

2. *For a learning goal regarding speaking fluency, Mrs. Jass has assigned the students in her French class a brief oral report on the topic of food. Students must use some basic vocabulary words relevant to the topic (score 2.0 content). They must also use complete sentences to discuss how the meal habits of the French are different from the meal habits in the United States (score 3.0 content). Finally, Mrs. Jass asks them to offer a few sentences about which food culture (French or American) they prefer and why (score 4.0 content). Ida exhibits the ability to pronounce the relevant vocabulary words provided and the ability to speak in simple sentences about the topic clearly and fluently. Though she does not have a strong opinion on the topic, she clearly expresses the advantages of each culture.*

Because Ida demonstrated fluency with the required vocabulary words, her score is at least a 2.0. Additionally, she has clearly put together the sentences the score 3.0 content asks for. Finally, she has demonstrated the fluency required for score 4.0. She did not have a strong opinion, but since the goal focuses on fluency, this does not factor into the score.

3. *Mr. Gage has assigned a short language arts paper that will allow him to assess the students on a learning goal regarding the use of research in a persuasive composition. In the directions, he has provided a topic and asked the students to take one of two possible positions. In order to persuade the audience, he has asked them to find two valid research sources (score 2.0 content). He has also asked them to use direct quotations from those sources to support their chosen positions (score 3.0 content). Finally, he has asked that they address any possible*

counterclaims they see as relevant (score 4.0 content). Caroline's assignment demonstrates that she has found two valid sources of support for her chosen position; however, while the composition mentions both of those sources, it does not directly quote either, and no counterclaim is addressed.

Caroline has clearly not demonstrated proficiency at the score 4.0 content, and while she mentions the sources in the paper, a score of 3.0 requires direct quotations, so she has not demonstrated even partial score 3.0 proficiency either. She did, however, find two valid research resources, which indicates a score of 2.0.

4. *Ms. Satrom has noticed that Jasper did not do well on a particular mathematics test. The test asked the students to read a word problem and translate it into a mathematical equation (score 2.0 content), solve the equation (score 3.0 content), and compare the final answer to the original word problem to see if the answer makes sense (score 4.0 content). She calls Jasper in for an individual meeting and goes through one of the problems with him. While he was not able to solve the problem on his own, he is able to create a mathematical equation and solve it with some guidance and prompting from Ms. Satrom.*

Because Jasper was not able to demonstrate mastery of any of the content on his own, his score is below 1.5. With help, though, he was able to demonstrate ability with the score 2.0 content and score 3.0 content. Therefore, his score is 1.0.

5. *Mr. Kitchens has created a role-play activity to assess his social studies students' knowledge about American presidents. He has provided directions for the role play, giving students three presidents from which to choose. After choosing one president, the students must create a scene that delivers personal facts about the president and the time in which he was in office (score 2.0 content). Students must also depict the president making one of his most influential choices (score 3.0 content). Finally, the scene must depict the president considering making a choice different from the one he made (score 4.0 content). Sally delivers the relevant information about the president she chose but depicts his character making a choice only the current president has encountered—not a choice her selected president had to make. She does not depict any other choices that the selected president could have made.*

Sally did not attempt the score 4.0 content and did not demonstrate mastery of the score 3.0 content at all. Since she did deliver correct facts about her chosen president, her score is 2.0.