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## Contents: An INFORMative Assessment Journey Perspective

### Where We’ve Been . . . Where We’re Going

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<th>Chapter</th>
<th>Moving toward . . .</th>
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<tr>
<td>Teaching primarily page-by-page from a textbook and covering everything in equal segments</td>
<td>Chapter 2</td>
<td>Using diagnostic assessments to determine what topics need more or less time and which students need extra assistance or additional challenges</td>
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<td>Planning lessons based on general goals and the next topic in the textbook</td>
<td>Chapter 3</td>
<td>Clearly defining learning targets with criteria for their achievement and communicating these to students</td>
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<td>Relying primarily on multiple-choice tests to measure achievement</td>
<td>Chapter 4</td>
<td>Employing a variety of assessment strategies—personal conversations, constructed response and open-ended questions—to identify achievement of learning targets</td>
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<td>Assessing at the end of the week or the end of a unit and using the results primarily to assign grades</td>
<td>Chapter 4</td>
<td>Assessing daily throughout instruction to uncover student thinking and make decisions about instruction</td>
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<td>Providing whole-class instruction with students working individually on the same tasks</td>
<td>Chapter 6</td>
<td>Having students work on tasks chosen to address identified strengths and needs with the whole class, alone, with partners, and in flexible groups</td>
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(continued)
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<th>Chapter</th>
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<td>Expecting students to know how to improve their work</td>
<td>Chapter 7</td>
<td>Creating an environment that promotes reflection, self-assessment, and responsibility with rubrics, models, and class discussions that explain quality work</td>
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<tr>
<td>Showing and telling students the most efficient way to solve problems or to compute</td>
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<td>Encouraging students to share solution strategies and facilitating class discussions that move students to efficient algorithms</td>
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<td>Asking questions that are primarily recall or require yes-or-no responses</td>
<td>Chapter 8</td>
<td>Asking questions to engage students in the task or discussion and questions that probe students’ thinking</td>
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<td>Scoring student responses as <em>right or wrong</em> and giving feedback primarily in the form of grades</td>
<td>Chapter 9</td>
<td>Scoring student work for both the process and the answer and providing actionable feedback to inform the student on how to improve</td>
</tr>
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<td>Defining successful teaching as having a large percentage of the class score well on tests</td>
<td>Chapters 1–10</td>
<td>Defining successful teaching as having students who reason mathematically, exhibit perseverance in solving problems, communicate their ideas, and develop long-term knowledge and skills in using mathematics</td>
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