

Assessment Type	Tool	Scoring Procedure/Feedback
Pre-Assessment	Quiz	I asked students to do the pre-assessment as a post assessment and asked them to reflect on their learning.
Formative	Practice Problems Homework (3 sets)	<p>Students received feedback in a couple of ways on their homeworks. Every homework assignment has the answers in the back of the book. They can check their answers and re-attempt problems they got wrong or ask for help in class the next day.</p> <p>We always go over a few of the problems from the homework that is assigned the previous class. This way student are reminded of what we learned in the last class period and have the opportunity to ask clarifying questions that may have arose during their independent practicing.</p> <p>Homework is scored based on completion. However, I check the answers and make corrections when I see where students might have gone astray. I provide as much written feedback as I can when I see a student's showing their work but ending up with a wrong answer. That being said, if I feel a student is in need of more that I can provide through written feedback I write a note asking for them to work on their homework in Learning Lab with me.</p> <p>In the gradebook, homeworks are worth 10 points per section/assignment, and overall it is 10% of the final grade.</p>
Formative	Written Quadrilateral Proof	<p>To start the class after this was done, a student in each geometry class went to the board and proved this theorem.</p> <p>This was graded in the same way as a homework is graded. I gave feedback on where they could have expanded their explanations, where they might have gone wrong, or what they explained well.</p>
Formative	In class practice problems	<p>Every class period we have a lot of class time allotted for practicing applying the new theorems that are being introduced. Student receive oral feedback from me as well as their classmates.</p> <p>Students have the opportunity to demonstrate their understanding by solving problems on the board. They can ask their classmates for help or be the classmate that helps their peer.</p> <p>This is not graded, but is invaluable for gauging where students are at with understanding the material.</p>
Formative	Quiz	This was scored and given written feedback on the questions that were not answered correctly. That being said if I feel a student went really awry, I write a note for them to go over the questions with me in Learning Lab.

		<p>Each of the questions were worth 2 points for a correct answer and 2 points for an explanation if it is required. This way if a student makes a small error they can earn partial credit.</p> <p>Quizzes are worth slightly more in the gradebook. Instead of the 10% that homeworks are they are worth 15%. This is because students are being graded on understanding and being able to get the correct answers versus working towards understanding.</p>
Formative	Written Homework	<p>These homeworks were given written feedback. Students submitted these at the beginning of the class period the class after they were assigned, which was over a weekend. They received feedback on both the quality and correctness of their explanations, as well as the work for solving the problems.</p> <p>It was graded based on the quality/completeness of their explanations as well as the completion of the problem solving portion.</p>
Formative	Booklet	<p>This was also graded as a homework assignment. It received written feedback from when I collected it, but students also had time in class to work on it where they had the chance to talk with myself and their peers about the answers to the questions.</p>
Summative	Chapter Test	<p>The chapter test received written feedback on questions that went wrong. Students that showed their work received more specific feedback about which step they took a wrong step.</p> <p>This is graded as a summative assessment, so it is worth 40% of their final grade. Students who receive a grade lower than a C have the opportunity to do corrections to earn up to a C.</p>