**Assessment in 21st Century Classrooms**

**Supplemental Quiz Questions**

The following questions and answers are supplemental for checking for understanding. Quiz questions can be used at the end of each Module for additional practice and self-assessment or at the end of the course to show course completion and understanding. Incorrect answers are in red.

**Module 1**

1. A successful transition to new assessment practices should be gradual. Consider how Anna’s assessment has changed and how her assessment practices could continue to evolve. Drag the phrases to complete each sentence to show a transition in assessment practices and select Submit.

|  |  |
| --- | --- |
| Assessment takes place at the end of a learning activity for the purpose of grading | and before and during learning to provide feedback to students so they can improve their work and deepen their understanding. |
| Assessment is done with tests, and quizzes | and other methods, such as conferences, notes, reflections, and journals as well as instruments such as rubrics and checklists. |
| Assessment is done by the teacher | and students who assess themselves and their peers, using a variety of methods and instruments, to foster engagement and self-awareness of their own learning. |
| Assessment takes place outside of teaching and learning activities | and is embedded in daily instruction for the purposes of gauging student needs, encouraging self-direction and collaboration, monitoring progress, checking understanding, and demonstrating understanding. |

**Feedback**

Correct! In a 21st century classroom, assessment takes place throughout a project or unit. Students and teachers use multiple and varied forms of assessment to assess students’ knowledge and skills. Assessment is embedded in daily instruction and serves different purposes.

Not quite. The correct answers are now shown. In a 21st century classroom, assessment takes place throughout a project or unit. Students and teachers use multiple and varied forms of assessment to assess students’ knowledge and skills. Assessment is embedded in daily instruction and serves different purposes.

1. Drag the definitions to the appropriate 21st century skills.

|  |  |
| --- | --- |
| **Definition** | **21st Century Skills** |
| Analyze and evaluate evidence, arguments, claims and beliefs in both conventional and innovative ways. | Critical Thinking and Problem Solving |
| Articulate thoughts and ideas effectively using oral, written, and nonverbal skills in a variety of forms and contexts and work effectively on a team. | Communication and Collaboration |
| Monitor, define, prioritize and complete tasks without direct oversight. | Initiative and Self-Direction |
| Use technology as a tool to research, organize, evaluate, and communicate information. | ICT Literacy |

**Feedback**

Correct. When students analyze and evaluate evidence they are thinking critically to solve problems; articulating thoughts and ideas effectively promotes communication and collaboration; completing tasks without oversight requires initiative and self-direction; and using technology as a tool demands ICT literacy.

Not quite. The answers are now shown. Sharing detailed rubric scores, integrating formative assessment with instruction, using data from formative and summative assessment to assign grades, and focusing on 21st century skills area all helpful strategies to support students and parents as they transition to assessment in 21st century classrooms.

1. Many content standards can be assessed through products and performances. Match the product or performance to the learning objective.

|  |  |
| --- | --- |
| **Content Standard** | **Product or Performance** |
| Understand the relationships among living things and between living things and their environments. | Students study insects and learn about their behaviors, anatomy, taxonomy, and ecological importance and present their findings in a Web site through the lens of entomologists. |
| Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources, in order to predict our global capacity to support human activity. | Students work with the International Famine Centre to identify ways to address current relief needs and to propose recommendations for reducing famine in the world. Each team creates a presentation with ways to address current relief needs and recommendations for reducing famine in the world. |
| Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts | After reading a novel that focuses on a social issue, students create a product discussing the novel written by a hypothetical contemporary |

**Feedback**

Correct! Students must learn about the relationships among living things and their environments in order to share their findings; to address relief needs, students must understand how human interactions affect resources, and creating a product by a contemporary of the author asks students to think about the different perspectives of the issue when it was written.

Not quite. The answers are now shown. Students acting as entomologists must learn about the relationships of living things to share their findings; to address relief needs, students must understand how human interactions affect resources, and creating a product by a contemporary of the author asks students to think about the different perspectives of the issue when it was written.

1. The Common Core State Standards support 21st century skills. Select the statement(s) that reflect this overlap and Submit.

* Identifying the characteristics of good writing.
* Using technology strategically and capably.
* Building good arguments.
* Following algorithms correctly when solving word problems

**Feedback**

Correct! The Common Core State Standards focus on application of knowledge in real world situations. Using technology capably and building good arguments are emphasized in both initiatives.

Not quite. The Common Core State Standards focus on application of knowledge in real world situations. Using technology capably and building good arguments are emphasized in both initiatives.

1. Assessment in a 21st century classroom comes with challenges. However, these challenges can be overcome. Review some possible challenges and consider the suggested solutions. Drag the solution to the appropriate challenge and select Submit.

|  |  |
| --- | --- |
| **Challenges** | **Solutions** |
| Students and parents expect tests | Share detailed rubric scores on performances and products to explain how the student is doing. |
| Assessment takes more class time | Integrate formative assessment with instruction; every classroom activity is potentially a formative data gathering opportunity. |
| Grading is not accurate and objective | Use formative and summative data to assign grades. The combination of formative and summative assessment includes more evidence gathered over time, and more accuracy. Having self-, peer, and teacher assessment provides more objectivity than just the teacher |
| Students will not do well on standardized tests | Help students develop critical skills, such as problem solving and critical thinking âˆ’ these skills can be applied to answering standardized tests questions. |

**Feedback**

Correct. Sharing detailed rubric scores, integrating formative assessment with instruction, using data from formative and summative assessment to assign grades, and focusing on 21st century skills area all helpful strategies to support students and parents as they transition to assessment in 21st century classrooms.

Not quite. The answers are now shown. Sharing detailed rubric scores, integrating formative assessment with instruction, using data from formative and summative assessment to assign grades, and focusing on 21st century skills area all helpful strategies to support students and parents as they transition to assessment in 21st century classrooms.

1. Summative assessment no longer plays a role in a 21st century classroom.

True

False

**Feedback**

Correct! Summative assessment plays an important role in 21st century classrooms, but it is not sufficient for measuring student learning.

Not quite. Summative assessment plays an important role in 21st century classrooms, but it is not sufficient for measuring student learning.

1. Classroom assessment practices should include a variety types and kinds of assessment

True

False

**Feedback**

Correct! Effective assessment includes a variety of types and kinds of assessment.

Not quite. Effective assessment includes a variety of types and kinds of assessment.

1. It is helpful to get parents and students on board when a teacher makes changes in assessment practices.

True

False

**Feedback**

Correct! Preparing stakeholders for changing assessment practices is critical for success.

Not quite. Preparing stakeholders for changing assessment practices is critical for success.

1. A successful transition to new assessment practices should be gradual.

True

False

**Feedback**

Correct! As with any educational innovation, small steps increase the likelihood of success.

Not quite. As with any educational innovation, small steps increase the likelihood of success.

1. To make assessment of 21st century skills accurate, they should be taught and assessed isolated from specific academic content.

True

False

**Feedback**

Correct! Skills differ according to the content and so are best assessed in authentic learning experiences.

Not quite. Skills differ according to the content and so are best assessed in authentic learning experiences.

**Module 2**

1. Ms. Vega, a 6th grade science teacher, addresses all assessment purposes during her unit on insects where students take on the role of entomologists working in various professional fields. Drag each assessment purpose to a description of an assessment scenario.

|  |  |
| --- | --- |
| Gauging Student Needs | At the beginning of the unit, students in small groups brainstorm what they believe are the characteristics that make a living thing an insect. They use this information to think about their learning goals—what they need to learn, and what they would like to learn during the unit. |
| Encouraging Self-Direction and Collaboration | At the end of the first week of the project, students use a checklist to self-assess how well they worked with their group members and took responsibility for their own learning. |
| Monitoring Progress | Ms. Vega meets with each group frequently during the project to help students make sure they are on track for completing their project. |
| Checking Understanding and Encouraging Metacognition | Frequently throughout the project, students analyze their thinking and learning processes and assess how effective they are at accomplishing their goals. |
| Demonstrating Understanding | Students show what they have learned about insects by creating a presentation as if they were entomologists working in various professional fields. |

**Feedback**

Correct! Ms. Vega addresses all assessment purposes throughout the unit.

Not quite. The correct matches are now shown. Ms. Vega addresses all assessment purposes throughout the unit.

1. The following trait, *Reasons*, is part of a rubric for elementary students on a persuasive presentation to the school board asking them to buy new playground equipment. Drag the best descriptor to each cell in the rubric. Note: Some descriptors are not used in the rubric.

* We gave a reason in our proposal, but we had very little data to support it.
* We had good reasons for our proposal and supported them with good data.
* We did not have any reasons to support our proposal.
* Our proposal showed sound inductive and deductive reasoning supported by a range of quantitative and qualitative data.
* We gave three reasons to support our proposal.
* We gave several reasons in our proposal, and supported all our reasons with accurate, thorough, and complete data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Reasons** | We gave several reasons in our proposal, and supported all our reasons with accurate, thorough, and complete data. | We had good reasons for our proposal and supported them with good data. | We gave a reason in our proposal, but we had very little data to support it. | We gave a reason in our proposal, but we had very little data to support it. |

**Feedback**

Correct! Good descriptors are concrete and specific, written in student language, and clearly differentiate between levels.

Not quite. The correct matches are now shown. Good descriptors are concrete and specific, written in student language, and clearly differentiate between levels.

1. Based on what you have learned about rubrics, choose the one that will best meet her purposes of monitoring progress in mathematical learning and encouraging understanding and metacognition of how they are learning. The descriptors should:

Use language appropriate for self- and peer-assessment

Focus on the targeted purposes (show mathematical learning and metacognition)

Emphasize student thinking and learning

Clearly differentiate between levels of performance

Option 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Content** | In each entry, I draw conclusions about how my math learning is growing and give specific examples to support my conclusions. | In most entries, I draw conclusions about my math learning and usually give specific examples to support them. | In a few of my entries, I draw conclusions about my math learning. I give vague examples to support my conclusions. | I do not draw conclusions about my math learning. |

Option 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Content** | I list at least 3 empirical examples of mathematical concepts I have learned in my blog. | I list at least 2 verifiable, empirical examples of mathematical concepts I have learned in my blog. | I give some vague descriptions of the mathematical concepts I have learned. | I do not give any examples of what I have learned in math. |

**Feedback**

Correct! Option 1 is written in language students can use for self- and peer-assessment, and the descriptors emphasize student thinking and learning. This rubric also clearly differentiates between levels of performance. The descriptors in Option 2 do not address metacognitive thinking.

Not quite. The correct answer is shown. Option 1 is written in language students can use for self- and peer-assessment, and the descriptors emphasize student thinking and learning. This rubric also clearly differentiates between levels of performance. The descriptors in Option 2 do not address metacognitive thinking.

1. Which of the following are benefits of Rubrics:

* Rubrics can be used for both formative and summative assessment
* Students can use rubrics throughout a project or unit for self and peer account
* Rubrics can make instruction more effective
* All of the above

**Feedback**

Correct! Rubrics can serve multiple given purposes.

Not quite. Rubrics can serve multiple given purposes.

1. Rubric traits are categories of expectations for products, performances, and processes.

True

False

**Feedback**

Correct! Traits show what categories of skills or content knowledge are being assessed.

Not quite. Traits show what categories of skills or content knowledge are being assessed.

1. *Assessing Proje*cts is a collection of information about assessment and assessments you save and modify as your own.

True

False

**Feedback**

Correct! You can save and customize assessment in *Assessing Projects.*

Not quite! You can save and customize assessment in *Assessing Projects.*

1. Checklists, rubrics, prompts and graphic organizers are all types of Assessment Instruments

True

False

**Feedback**

Correct! A variety of instruments can be used for formative and summative assessment.

Not quite. A variety of instruments can be used for formative and summative assessment.

1. An assessment instrument should be used for only one purpose.

True

False

**Feedback**

Correct! Assessment instruments can be used for a variety of purposes.

Not quite. Assessment instruments can be used for a variety of purposes.

1. Before you can identify an assessment instrument you must first determine the purpose and method of the assessment.

True

False

**Feedback**

Correct! The purpose and method of assessment help you identify an appropriate instrument.

Not quite. The purpose and method of assessment help you identify an appropriate instrument.

1. At the end of a project or unit all five assessment purposes should have been addressed.

True

False

**Feedback**

Correct! All five assessment purposes are important and should be met during a project or meeting.

Not quite. All five assessment purposes are important and should be met during a project or meeting.

**Module 3**

1. Bob wants to use observation assessments to get information about his students’ creativity and information literacy skills while they work on their mythology project. Choose all the activities that would allow Bob to collect the information he needs through observation, and select Submit**.**

* Group brainstorming for ideas
* Sharing research information with group
* Planning wiki in group
* Reflecting in journals
* Watching video on Ancient Rome and Greece

**Feedback**

Correct! Bob can observe his students actively working in groups and conducting research on the Internet.

Not quite. The correct answer is now shown. Bob can observe his students actively working in groups and conducting research on the Internet.

1. Self- and peer assessment are important activities in a 21st century classroom. Choose the true statements, and select Submit**.**

* With modeling and prompting, students can develop the metacognitive skills necessary to assess their own processes.
* A variety of assessment instruments can be used by students to assess their peers and themselves.
* Students should only assess their peers at the end of a project by giving feedback on a final product or performance
* Teachers must always provide students with detailed project plans to ensure that all the required work is done in a timely manner.

**Feedback**

Correct! Students can develop metacognitive skills through modeling and prompting. They also benefit from peer assessment throughout a project, from gradually taking more and more responsibility in developing project plans, and by giving and receiving feedback.

Not quite. The correct answer is shown. Students can develop metacognitive skills through modeling and prompting. They also benefit from peer assessment throughout a project, from gradually taking more and more responsibility in developing project plans, and by giving and receiving feedback.

**Module 4**

1. Learning objectives do more than describe what students will do; they describe what students will learn in observable terms. Drag the following statements to the appropriate category.

|  |  |
| --- | --- |
| **Learning Tasks** | **Learning Objectives** |
| Students will create a wiki with examples of the different geographic formations in our region. | Students will use technology to collect, analyze, draw conclusions, and share findings about local geographic formations. |
| Students will create multimedia presentations with at least 10 well-designed slides about the novels they read. | Students will create presentations to show their analysis of the characters, plot, and setting of their novels and to draw conclusions about the story’s meaning. |
| Students will make a video about different kinds of triangles. | Students will collect photos of triangles in the community and identify them in a creative, digital presentation. |

**Feedback**

Correct! Learning objectives include specific 21st century skills, such as analysis, drawing conclusions, and creativity, along with content knowledge that students learn.

Not quite. The correct answer is shown. Learning objectives include specific 21st century skills, such as analysis, drawing conclusions, and creativity, along with content knowledge that students learn.

1. Which learning objectives will help the teacher assess important learning goals? (Objectives tie to standards, are measurable, and incorporate 21st century skills.) Choose all that apply, and select Submit**.**

|  |  |
| --- | --- |
| **Correct Choices** | **Incorrect Choices** |
| Make comparisons between historical and international human rights struggles and current issues. | Define convection and explain how it works. |
| Predict future outcomes of fairy tales supported by the text. | Use desktop publishing skills to portray information. |
| Evaluate mechanisms of newly designed simple machines. | Understand the role of public relations in our community. |
| Conduct research on a statistical trend and present implications for the future. | Learn the basics of scientific illustration. |

**Feedback**

Correct! These objectives are measurable, content specific and incorporate 21st century skills.

Not quite. The correct answer is now shown. These objectives are measurable, content specific, and incorporate 21st century skills. For example, “use desktop publishing skills” is difficult to measure.

1. Chris wants to vary her assessment strategies throughout the project. Review her assessment goals and determine which assessment is the best for reaching each goal. Drag each assessment to the appropriate goal and select Submit.

|  |  |
| --- | --- |
| Assessment | Goal |
| Brainstorm | I need to learn more about my students’ prior knowledge and understanding about the topic. |
| Journals | My students need to write their thoughts and reflections periodically throughout the unit. |
| Checklist | I want my students to assess each other’s creativity skills. |
| Project Rubric | I want my students to understand the expectations of the project and to monitor the quality of their work as they create their projects. |

**Feedback**

Correct! The assessments shown can provide the information Chris needs for each assessment purpose.

Not quite. The correct answer is now shown. These assessments can provide the information Chris needs for each assessment purpose.

1. The Technology Standards for the International Society of Technology in Education focus on the efficient and effective exercise of skills with computer or technology software and hardware.

True

False

**Feedback**

Correct! ISTE’s technology standards focus on much more than the use of hardware and software. They also address other skills, such as creativity, communication, collaboration, and critical thinking.

Not quite. The correct answer is now shown. ISTE’s technology standards focus on much more than the use of hardware and software. They also address other skills, such as creativity, communication, collaboration, and critical thinking.

1. Assessment timelines should include multiple types of assessment instruments.

True

False

**Feedback**

Correct! Assessment throughout a project should be conducted with multiple types of instruments.

Not quite. Assessment throughout a project should be conducted with multiple types of instruments.

1. Assessment plans should be developed before the project activities and tasks.

True

False

**Feedback**

Correct! Assessment plans help you make sure that you choose activities that will address learning goals.

Not quite. Assessment plans help you make sure that you choose activities that will address learning goals.

1. With *Assessing Projects* teachers can adapt and pull multiple assessments together to create a new assessment that meets the needs of the project.

True

False

**Feedback**

Correct! *Assessing Projects* allows teachers to modify and combine assessments.

Not quite. *Assessing Projects* allows teachers to modify and combine assessments.

1. Assessments should be aligned to standards, learning goals and objectives.

True

False

**Feedback**

Correct! The purpose of assessment is to learn how well students are meeting learning goals.

Not quite. The purpose of assessment is to learn how well students are meeting learning goals.

1. Students should determine the purpose of the assessment.

True

False

**Feedback**

Correct! Although students should have input into assessment, the teacher determines the purposes of assessments.

Not quite. ! Although students should have input into assessment, the teacher determines the purposes of assessments.

1. Assessment Timelines are a visual way to organize ongoing assessments.

True

False

**Feedback**

Correct! An assessment timeline shows how assessment occurs throughout a project or unit.

Not quite. An assessment timeline shows how assessment occurs throughout a project or unit.

**Module 5**

1. Consider Bob and Chris’s suggestions to Anna as you try to fit solutions to assessment challenges. Drag the assessment challenge to the appropriate solution and select Submit.

|  |  |
| --- | --- |
| **Assessment Challenge Possible Solution** | |
| Students provide inaccurate or unhelpful comments. | Model using the language of the assessment in a think-aloud to assess two very different pieces of work. |
| Students do not take the peer-assessment process seriously. | Include the peer assessment effort in the project grade and implement student-led conferences. |
| Students do not understand a rubric’s trait descriptors. | Show samples that illustrate the descriptors and allow students to help develop rubrics. |
| Students are reluctant to provide feedback on their peers’ work. | Provide a checklist and specific instructions on how to conduct a peer review. |
| Students are unfamiliar with how to conduct a peer assessment. | After modeling the assessment technique, have students practice with a sample and then debrief. |

**Feedback**

Correct! Modeling how to assess, having students develop rubrics, practicing with samples, and including the assessment effort as part of the project grade are all helpful strategies to support students in peer-assessing.

Not quite. The correct answer is now shown. Modeling how to assess, having students develop rubrics, practicing with samples, and including the assessment effort as part of the project grade are all helpful strategies to support students in peer-assessing.

1. Review and select effective comments that may be given during peer feedback and select Submit.

* According to the rubric, you need to have ‘an extensive variety of sources’ that are all reliable.’ Using just Wikipedia as your only source wouldn’t meet those standards.
* This data seems to contradict what you said earlier. You may want to recheck your sources.
* The visuals you chose are particularly helpful. They really make the concepts you’re explaining easier to understand.
* This is really good.
* When I reviewed John and Tim’s project, they had their presentation all animated. On one slide, the bridge built up section by section. I think you need to have some cool stuff like that in yours, too.

**Feedback**

Correct! Peer assessment should reflect the content of the assessment tool, be specific and descriptive, and address both what works and what needs to improve.

Not quite. The correct answer is now shown. Peer assessment should reflect the content of the assessment tool, be specific and descriptive, and address both what works and what needs to improve.

1. Consider the strategies and routines that would support self-assessment in your classroom. Identify the strategies and routines that would be helpful based on the self-assessment criteria provided and select Submit.

* Requiring ongoing, self-reflective journal writing
* Scheduling conferences that require students to lead the discussion of their work
* Providing revision opportunities in between self- and peer assessments
* Giving mini-lessons on self-assessment strategies
* Reviewing and practicing with the assessment instruments at the beginning of the project
* Giving quizzes on how to self-assess using a rubric
* Focusing on the final grade a project will receive
* Providing a project description at the beginning of the project, and the project rubric at the end to use for grading

**Feedback**

Correct! Maintaining ongoing assessment throughout the project, giving mini-lessons, practicing with assessment instruments, and involving students in all aspects of assessment will help support students as they transition to their new roles.

Not quite. The correct answer is now shown. Maintaining ongoing assessment throughout the project, giving mini-lessons, practicing with assessment instruments, and involving students in all aspects of assessment will help support students as they transition to their new roles.

1. Select the scenarios that indicate sound judgment and appropriate interpretation of assessment data and select Submit.

* Sarah’s journal discussed her bridge design and the problems it would solve. Her bridge blueprints were correctly drawn. She gave insightful feedback to another team. She scored a 93% on the quiz.

**Interpretation:** Sarah clearly has met the targeted standards

* At least half of Bob’s students described and assessed the creative fluency trait incorrectly in their self-assessments.

**Interpretation:** The students need further examples, explanation, and practice.

* In the class discussion, three students correctly answered my questions on buoyancy.

**Interpretation:** The class is ready to begin planning their boat designs.

* John came in today with a very creative myth and well thought out storyline.

**Interpretation:** His 21st century creativity skills are highly-developed.

* The Purple Team grew the tallest bean plant.

**Interpretation:** They have a good understanding of the ideal conditions for plant growth.

* All the teams created pie charts from their data.

**Interpretation:** They must all understand percentages.

* We covered that standard in chapter 3 last month.

**Interpretation:** Since we covered it, the students should be proficient.

**Feedback**

Correct! Sarah demonstrated her knowledge in multiple assessments over time, and Bob should modify his instruction based on the needs of a large percentage of his class. In the other scenarios, possibly inaccurate assumptions were made.

Not quite. The answer is now shown. Sarah demonstrated her knowledge in multiple assessments over time, and Bob should modify his instruction based on the needs of a large percentage of his class. In the other scenarios, possibly inaccurate assumptions were made.

1. Monitoring ongoing assessment provides the opportunity to modify instruction based on student needs and set new goals. What modifications to Anna’s lesson plans are appropriate? Select the appropriate changes in instruction based on the appropriate assessment and select Submit.

* Anna reviews the students’ journals. She decides to do a quick refresher on the basics of polygons based on several teams’ inaccurate descriptions.
* During a group brainstorming session, Anna collects student design and geometry misconceptions to address in future lessons.
* After observing a peer-review session of student bridge plans, Anna conducts a think-aloud to model more effective feedback strategies.
* Anna reviews students’ project plans, journals, and her own observation notes. Two students need some clarification, which she provides individually during the next group work session.
* A student asks what a quadrilateral is and Anna decides to do a quick mini-lesson to refresh all the students’ memories.
* Anna notes that the midpoint self-assessment scores are consistently low; however, she did not review the traits before students self-assessed. She plans to review the basic geometry concepts of the unit before going forward.

**Feedback**

Correct! Using sufficient assessment data is important when considering changing lesson plans for a whole class. Changing lesson plans—based on the responses of one student or self-assessments that could be faulty—is not prudent.

Not quite. The answer is now shown. Using sufficient assessment data is important when considering changing lesson plans for a whole class. Changing lesson plans—based on the responses of one student or self-assessments that could be faulty—is not prudent.

1. Self-assessment is most effective when conducted at the end of a lesson or project.

True

False

**Feedback**

Correct! Self-assessment should take place throughout a project.

Not quite. Self-assessment should take place throughout a project.

1. Teachers should keep a record of student work and assessments.

True

False

**Feedback**

Correct! Accurate record keeping ensures that interpretations of assessment are valid and reliable.

Not quite. Accurate record keeping ensures that interpretations of assessment are valid and reliable.

1. An established assessment routine helps students become comfortable with ongoing assessment and helps the teacher develop a clearer picture of student learning over time.

True

False

**Feedback**

Correct! Assessment routines are important for student learning.

Not quite. Assessment routines are important for student learning.

1. Technology is the most important way to support assessment routines.

True

False

**Feedback**

Correct! Technology is just one of many tools that can support assessment routines.

Not quite. Technology is just one of many tools that can support assessment routines.

1. Students must practice and learn strategies to provide proficient feedback

True

False

**Feedback**

Correct! Student feedback can be improved through instruction.

Not quite. Student feedback can be improved through instruction.