For the past four days we have been working on several different things. The one main thing we did during this time was assessment of how students interpret questions that I ask. The way I did this was by giving them the brain teaser with the two lines, asking “Which line is longer?” Of course we all know the two lines are the same length but. Some of the students looked at the problem and said “the line that the top line”, refer to picture, “because the ends stick out farther on that one.” Other said that “The bottom was longer because it was line and a line has no stopping or starting point, therefore, it will always be longer.” While other were able to see that they lines without the arrow marks were the same length.

A strength of this assessment is that you can see how your students are thinking and responding to questions prior to giving them a test. Another good strength of this assessment in this case was that there was no real right or wrong answer. I looked at their Journal entry based on how much they wrote and if there reasoning was logical.

A weakness of this assessment is that this was not the type of questions the students would be answering on the test. Plus, since it was an opinion question you really cannot assess if the students are grasping the material, however the point of this assessment for me was to see how they are thinking.

This assessment fit in my lesson plan half way though the unit. During the time I was starting to think seriously about my unit test. I used it here mainly because it was a half way point. Plus, I wanted to allow the students to adjust the way I taught and asked questions. I already knew students looked at things in different ways, but I guess I just need the proof in hand. I also learned how many of my students were following me and my wording of questions.

Looking of the students’ response and this type of assessment I know that I need to make all my questions as specific as possible. Meaning that I can not leave any room for error or wrong interpretations.