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**Driving students to performance assessments: learning what students can do.**

Math. Teach. Middle Sch. 19, No. 8, 468-476 (2014).

From the text: Two familiar forms of assessments are “formative” and “summative”. Formative assessments measure progress toward goals while learning is in process. These regular checks of learning tell both student and teacher which concepts or skills are known and what needs work. Summative assessments measure student progress toward goals when instruction has been completed. An alternative assessment paradigm integrates teaching, learning, and assessment with teacher and student as colearners. The performance task, or performance assessment, described in this article was created with this paradigm in mind.

*Classification:* D63 D53 F83 M13

*Keywords:* educational diagnosis; performance assessment; experience reports; concepts; knowledge; ability; proportional reasoning; measurement; scale; ratio and rate; mathematical applications; real-life mathematics; model cars; problem posing; student student interaction; self-differentiation; different views to view mathematical success