

Answers to Exercise 2.1

Obtrusive, Unobtrusive, and Student-Generated Assessments

1. *Mona is very close to receiving an A on the content that has been covered in her art class this quarter. She approaches the teacher and proposes that she will provide a sketch that shows she has mastered the techniques presented during the quarter.*

Mona is employing student-generated assessment in this scenario. She has designed an assessment that will demonstrate her mastery of the content.

2. *After teaching the concept of a thesis statement, discussing examples of successful thesis statements, and providing the students with opportunities for practice, Mr. Grace gives his students a topic and asks them to write a corresponding thesis statement. He scores the effectiveness of the thesis statements using a rubric and records the scores for each student.*

Obtrusive assessment is being employed in this scenario. Mr. Grace has provided his students with instruction and practice, and he is now directly administering an assessment for which he will record a score for each student.

3. *After teaching a unit on editing and revising, Ms. Minturn asks her students to pull out a hard copy of an essay they composed earlier in the year. She breaks the class into pairs and asks them to read and suggest edits and revisions on their partners' essays. She collects the revisions and grades each student on the effectiveness of his or her editing.*

Obtrusive assessment is being employed in this scenario. The teacher has provided a structured editing activity, and the work students are asked to do is graded and recorded by Ms. Minturn.

4. *Mr. Davis is teaching a unit on shading. He takes his class to an outside garden, and while the students are creating compositions focusing on the shadows and colors they see, he walks around and observes their progress. Without interrupting, he records an assessment score for each student in his gradebook.*

Unobtrusive assessment is being employed in this scenario. Mr. Davis is assessing the work of his students, and he is recording their scores, but in a way that does not interrupt their work. It is possible that the students are not even aware of the assessment.

5. *Ms. Lewis has been working with her students on a cooperative learning goal. While she is monitoring recess, she notices four of them working together to complete a double-dutch jump rope game. Because all four students have to*

cooperate to reach their goal, Ms. Lewis decides these students have fulfilled the requirement for score 3.0 on the rubric she has designed for cooperative skills.

Unobtrusive assessment is being employed in this scenario. Ms. Lewis is observing her students, but they are unaware they are being assessed. She determines they have reached a score 3.0, and she records that score for each of the four students.