

FIGURE 7.3 Suggested answers to scenario questions

Scenario 1

- a. No
- b. Students should have opportunity to use the feedback they receive. In the authors' view that makes this scenario at least an inappropriate assessment practice, if not unethical. We anticipate that others might offer counterarguments and expect that this scenario might prompt some heated discussion.

Scenario 2

- a. No
- b. Bringing pie is not a part of any math learning goal. Even if the student had made the pie, this would not be ethical and appropriate.

Scenario 3

- a. Yes
- b. The student who has not memorized the math facts is using an accommodation. Memory of multiplication facts is not part of the learning goal of multiplying fractions by whole numbers.

Scenario 4

- a. No
- b. The teacher is adding points that are not related to the respective learning goals for the classwork, homework, and tests, thereby distorting or polluting the meaning of the scores. This mismeasurement, in turn, may harm students (e.g., some students may be assessed as satisfactory on a particular goal when in fact they need additional instruction).

Scenario 5

- a. Yes
- b. If the teacher was using performance assessments because they were the most appropriate measures of some complex learning goals in the biology course, allowing this student to substitute test scores would result in lower-quality assessment information for him.

Scenario 6

- a. No
- b. This is a clear-cut case of lack of OTL.

Scenario 7

- a. No
- b. The test as described would measure students' looking-up abilities, not their understanding of the ancient civilizations, which was the learning goal.

Scenario 8

- a. Yes
- b. Once the error was discovered, rescoring the test was the ethical thing to do, because it resulted in more accurate assessment results.

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Scenario 9

- a. Yes
- b. The students were not asked to call out scores in front of the class, just to give feedback to their partners. However, while ethical, this practice would work better in some classroom environments than in others. In a learning-focused climate, where mistakes are perceived as opportunities to learn, this could be a very formative activity. In an evaluative classroom climate, where being wrong is perceived as being judged inadequate in some way, students might be uncomfortable doing this—and therefore should not be asked to do it until changes are made to the classroom climate. In fact, when students are acclimated to a learning-focused climate, there is no need to have them exchange papers to mark them. There is benefit in students looking at their own work during the answer review process, because it presents an opportunity for them to understand their own mistakes.

Scenario 10

- a. Yes
- b. The student is receiving an accommodation. This assumes that the assessments in question are power assessments, not speed assessments, meaning that all of the other students really do have the time they need (because every student should have the time they need to do an assessment).