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Contents: An INFORMative Assessment Journey Perspective

Where We've Been . . . Where We're Going

Moving from . . .	Chapter	Moving toward . . .
Teaching primarily page-by-page from a textbook and covering everything in equal segments	Chapter 2	Using diagnostic assessments to determine what topics need more or less time and which students need extra assistance or additional challenges
Planning lessons based on general goals and the next topic in the textbook	Chapter 3	Clearly defining learning targets with criteria for their achievement and communicating these to students
Relying primarily on multiple-choice tests to measure achievement	Chapter 4 Chapter 5	Employing a variety of assessment strategies—personal conversations, constructed response and open-ended questions—to identify achievement of learning targets
Assessing at the end of the week or the end of a unit and using the results primarily to assign grades	Chapter 4 Chapter 5 Chapter 6	Assessing daily throughout instruction to uncover student thinking and make decisions about instruction
Providing whole-class instruction with students working individually on the same tasks	Chapter 6	Having students work on tasks chosen to address identified strengths and needs with the whole class, alone, with partners, and in flexible groups

(continued)

Moving from . . .	Chapter	Moving toward . . .
Expecting students to know how to improve their work	Chapter 7	Creating an environment that promotes reflection, self-assessment, and responsibility with rubrics, models, and class discussions that explain quality work
Showing and telling students the most efficient way to solve problems or to compute	Chapter 6 Chapter 7 Chapter 8	Encouraging students to share solution strategies and facilitating class discussions that move students to efficient algorithms
Calling on students who have raised their hands and accepting their answers	Chapter 6 Chapter 7 Chapter 8	Calling on a variety of students daily and asking them to justify their answers
Asking questions that are primarily recall or require yes-or-no responses	Chapter 8	Asking questions to engage students in the task or discussion and questions that probe students' thinking
Scoring student responses as *right* or *wrong* and giving feedback primarily in the form of grades	Chapter 9	Scoring student work for both the process and the answer and providing actionable feedback to inform the student on how to improve
Defining successful teaching as having a large percentage of the class score well on tests	Chapters 1–10	Defining successful teaching as having students who reason mathematically, exhibit perseverance in solving problems, communicate their ideas, and develop long-term knowledge and skills in using mathematics