

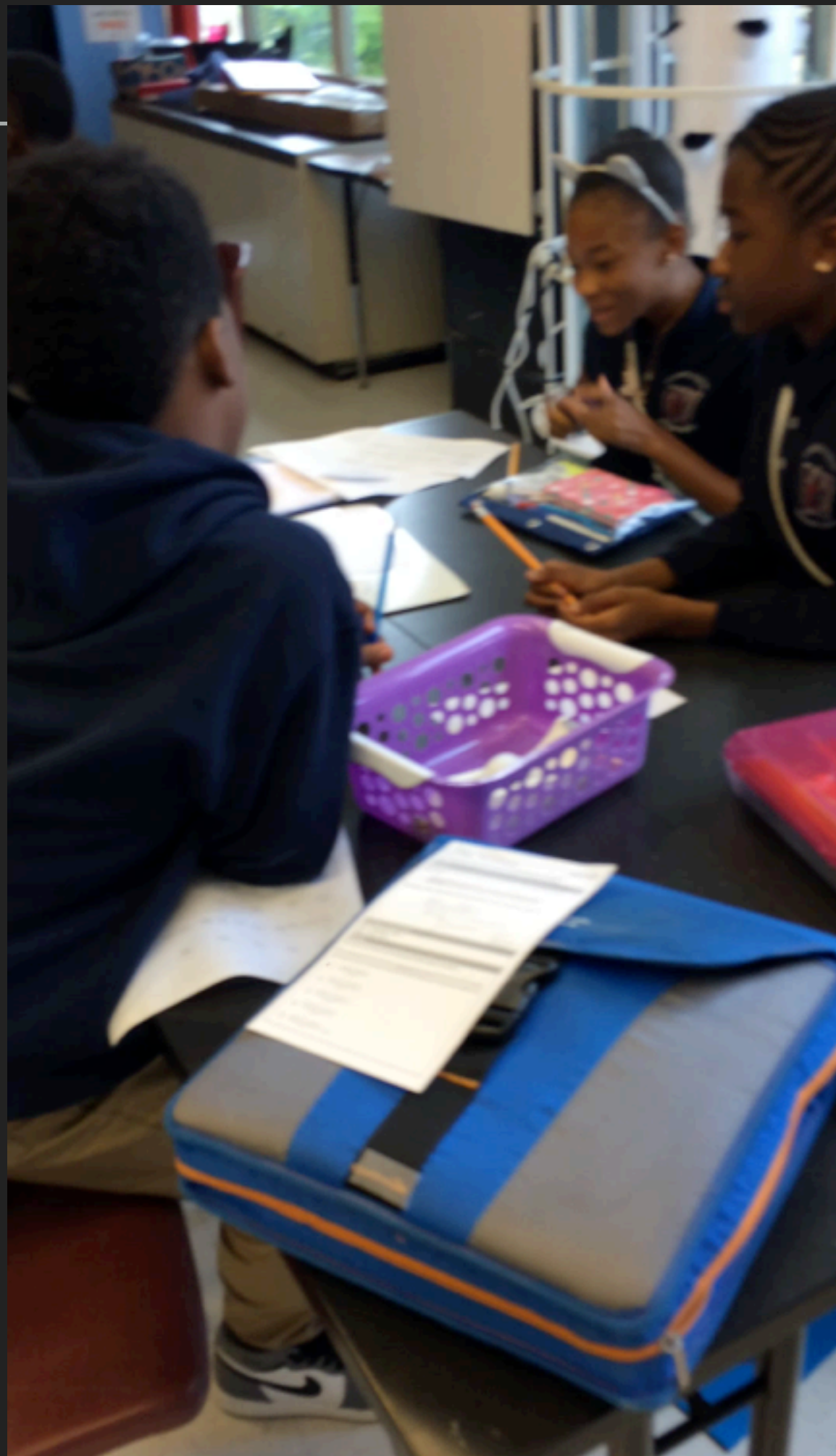
2 STAGE TESTS? 2 MUCH FUN!
(AND BY FUN I MEAN LEARNING)

**AKA HOW PCMI TEACHERS CHANGED MY LIFE
(KATE CARTER ... @CARTERODACTYL)**

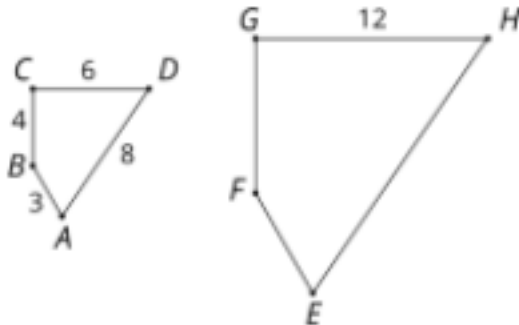
TEXT

WHAT DO TESTS LOOK AND SOUND (AND SMELL) LIKE RIGHT NOW?

TEXT



MY TEST DOCUMENT

CONCEPT TEST 2: Scale Drawings		DATE:	NAME:
Level 1 <ul style="list-style-type: none"> I can identify and describe corresponding parts of scaled copies. I can determine the the scale factor between an original and scaled copy. I can determine the angle measures and side lengths of scaled copies. Level 2 <ul style="list-style-type: none"> I can determine the possible side lengths of scaled copies. 	Level 3 <ul style="list-style-type: none"> I can calculate lengths based on scale drawings. I can determine areas based on scale drawings. Level 4 <ul style="list-style-type: none"> Clear CER and completely accurate answer. 		
Level 1 Quadrilateral EFGH is a scaled copy of quadrilateral ABCD. Select all of the true statements. <div style="display: flex; justify-content: space-around; align-items: center;">  </div>		Revisions (After scoring) Revision & Retake Process: <ol style="list-style-type: none"> Look at the comments and scores on your test. Red Pen: Label the kind of mistake that you made: <ul style="list-style-type: none"> Conceptual Careless Confused Red Pen: Correct your mistakes in the righthand "Revisions" column. Show all of your thinking. <i>See Ms. Carter, peers, family, the internet for help.</i> See Ms. Carter to check revisions and get practice problems. Do the practice problems. See Ms. Carter to check practice problems and get retake problems. Replace your old Concept Test score with your new one. <p><i>Because your brain is plastic, and your thinking changes, so your grade should too!</i></p>	
For each statement, select whether it is True or False and explain/show how you know. <ol style="list-style-type: none"> T or F : Angle CDA corresponds to Angle GFE. T or F : Segment EF is twice as long as segment AB. 			

MY TEST DAYS*

▶ Stage 1

- ▶ Independent (so I know what you know)
- ▶ 30-ish minutes
- ▶ 1 test per student
- ▶ 80% of the test grade

▶ Stage 2

- ▶ In small group
- ▶ 1 test per team
- ▶ 25-ish minutes
- ▶ 20% of the test grade

***ONE SIZE DOES NOT FIT ALL**

STUDENT FEEDBACK...SO FAR

- ▶ "I think that is good because if people have different answers they can work together to figure the problem out."
- ▶ "I liked it b/c we can help each other understand the problem if they got it wrong on the independent part."
- ▶ "I like it, it gives us a chance to see what everyone else thought of."
- ▶ "I like them because your teammates can change your thinking, so you can understand why you got a question wrong and maybe even do a revision."
- ▶ "I think its great because like I said before it helps you clarify and you have your teammates helping you instead of you being by yourself and not understanding it all together."
- ▶ "I think it could be helpful at times, because sometimes it changes your thinking. Then maybe if you were to take the retake quiz afterwards, you'll have a better understanding on the problems you got wrong."
- ▶ "I LOVE IT"
- ▶ "it is kind of a cheat"

STUDENT FEEDBACK...SO FAR

TEXT

HOW COULD YOU SEE THIS IN YOUR LIFE?