



SPOTLIGHT
ON LANGUAGE-BASED TEACHING



Landmark Teaching Principle™ #6

Include Students in the Learning Process

TEST REVIEW

When teachers look at a test, they often determine the type of error the student is making. Is it conceptual? arithmetic? following directions? showing work? vocabulary? With a little bit of structure, students can learn to assess their own work to set goals for their next testing situation. After taking a test, have students go through their own work and identify the types of errors. Then have them set goals for future test taking opportunities.

STEP 1: HAVE STUDENTS ACTIVELY REVIEW THEIR TEST.

- Ask students to go through their test and check off whether each question was correct or incorrect.
- For each one that was correct, have them determine one strategy that helped them solve it correctly.
- For each one that was incorrect, have the student determine what the error was.

EXAMPLE SHEET for REVIEW:

Question #	<u>CORRECT</u>	<u>INCORRECT</u>	strategy that helped	didn't know content	arithmetic error	copying error	vocabulary	didn't follow directions	didn't show work	other
Part 1: Simplifying Expressions										
1	✓		used note card with order of operations							
2		✓			✓					
3		✓							✓	
Part 2: Solving Equations										
4	✓		checked answer to determine if correct							
...										



SPOTLIGHT
ON LANGUAGE-BASED TEACHING



Landmark Teaching Principle™ #6

STEP 2: DETERMINE GOALS FOR THE FUTURE.

- Ask students to create a list of pointers for their next test based on their errors and successful strategies for each section.
- After these goals have been created, hold on to them and pull them out for the next test, so the student has a set of individualized reminders.

For example:

Section	Reminders
Part 1: Simplifying Expressions	<ul style="list-style-type: none"> • Multiply numbers before adding them. • Check arithmetic with a calculator. • Rewrite the whole problem for each step so that parts aren't forgotten.
Part 2: Solving Equations	<ul style="list-style-type: none"> • Plug the answer back in to check for accuracy. • Double-check negative signs when adding numbers. • Write each inverse operation on BOTH sides of the equation.
Part 3: Solving Inequalities	<ul style="list-style-type: none"> • Dividing by a negative flips the inequality. • Check for closed versus open circles on graphs. • "And" graphs are based on overlap.
...	<ul style="list-style-type: none"> • • •

Other suggestions for goals:

- ✓ Make sure parts are substituted correctly in formulas.
- ✓ To solve for a variable with a power, use a root.
- ✓ X comes first in a point, but y values go on top for slope.

HOW DOES THIS INCLUDE STUDENTS IN THE LEARNING PROCESS?

- Students are given a chance to review their own work, so that they can become more aware of all of the pieces involved and determine what areas they need to work on.
- Having them create goals for their next test, quiz, or assignment allows them to take ownership over what they think is important.

Including students gives the teacher insight and can make students more invested in their learning!