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Garlen Rafael (IJMA) <em@editorialmanager.com>

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Dear Ms. Szeibert,

We have received the reports from our advisors on your manuscript, "A Case Study of Using Test-Enhanced Learning as a Formative Assessment in High School Mathematics", submitted to International Journal of Science and Mathematics Education

Based on the advice received, the Editor has decided that your manuscript can be accepted for publication after you have carried out the corrections as suggested by the reviewer(s). If you do not agree with the review's suggestion about the written format, please provide your consideration.

Attached, please find the reviewer's comments for your perusal.

Please submit your revised manuscript online by using the Editorial Manager system which can be accessed at:

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I am looking forward to receiving your revised manuscript before 16 Jul 2021.

Please make sure to submit your editable source files (i. e. Word, TeX).

With kind regards,

Kai-Lin Yang, PhD
Associate Editor

Comments for the Author:

Reviewer #1:

Dear authors, thanks again for let me reading your work.

Through the reading your work, my main problem was the written format. For example, there is a section named "Introduction and literature review". I didn't note why is important the research and the contribution to knowledge. I was expecting to read what the literature is saying about your focus and then the contribution to knowledge.. I also suggest avoid generalization such as "for recent reviews"p.2, but the authors mentioned 2011, 2014 for me that is not recent. I think this last point, I suggested last time. At the end the page 2, there is some information about 'answering our questions' but until now looks a bit confusing what are the R.Q. (except of the abstract that give to me some ideas). Later, I read it (p.7). The authors said: preparation and preliminary data collection, I suggest divide this section and perhaps have a main section named: Methodology..The section our research or that written I would suggest bringing to the Introduction part.

I could bring more examples, but I think that I made the point about how the structure of the written affect the

clearness and the point addressed.

Reviewer #3: Dear Authors, thank you very much for your answer and again for your very inquisitive research. I am reading your very interesting article for the third time and overall I am pleased with the spread of changes.

However, the sentence: "Also, they were teachers, who think of mathematics, learning mathematic, and teaching mathematics in a similar way." (Page 11, line 2-3 under the table) shows that not all the reviewers' remarks were taken into consideration: my suggestion was to proofreading the whole text in English and the cited sentence contains a mistake (typo) and in the other hand, Reviewer #1 suggested that such statements are too general. I agree with Reviewer #1 that statement is too strong and somehow unwarranted (after 20-30 minutes of interviews you cannot be sure that teacher beliefs are "the same"). That's why also in my opinion the statement from this sentence should be weakened, for example, by adding a phrase like: "according to the interviews/demonstrated during the interviews".

My impression is the same: the paper can be published after correcting the mentioned sentence and proofreading in English (minor language corrections). I am convinced that you can do this during editorial proofreading after the article has been accepted for publication.

A small/technical point:

Page 20, Line 7: delete the bracket characters or put the phrase "such as" in the brackets.

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