

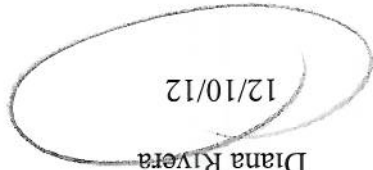
Assessment Philosophy

EDU 520

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~~I thank you~~  
~~Diana~~



# Assessment Philosophy

While learning, any kind of assessment signified torture, for some was the lack of knowledge on the topic, for others was the fear of being tested, for me was the uncertainty of the unknown. It is true that assessments are made to discover if students are learning. Though, it is also true that for a long time educators have trick students by assessing them on things they do not know at all. At the beginning of my schooling life, some teachers played that trick on me, and I developed anxiety every time I took a test. Nonetheless, it is now that I understand the real concept behind assessing students. Moreover, it is comfortable to learn that assessment does not need to signify torture and there are many ways to assess students.

*I appreciate that you personally cannot blame!*

## Reasons to Assess

As we learned during this class, there is an art to assess students. There are many things to take in account. For example, what is going to be assessed, for what reason and what are the possible outcomes one wants to get. The main reason to assess students is to see if the necessary standards are met. "The Power Standards thus become the primary purpose for creating common formative assessments- to measure throughout the year student attainment of those standards" (Reeves 87) Every assessments should be written to show students' mastery on the topic is been studied. By all means, such assessments have to have a stretched connection to what is been taught.

*\* point statements!*

## Ways to Assess

There are many ways to assess students, and these assessments are conducted at various times during the school year. Even though, there are different ways to assess students, there are some steps to help teachers understand and organize classroom assessment.

1. Reconstitute state and national standards.

*APV*

2. Design a scale that measures learning overtime, and rewrite the standards according to the scale.

3. Teachers design formal and informal formative assessments using the scale.

4. Use a "valued added" approach to judging students performance.

5. Redesign report cards. (Revees 107)

### Feedback

Assessments besides providing information about students' learning, it works as a mean of communication between teachers and students. When an assessment is given back to the student, this one is expecting a grade or some type of feedback. Here a teacher can go

the easy way and provide a simple symbol the does not say much or take the time to

actually give options for improvement. This extended feedback could have a standard

structure which is clear for the students. In my case my feedback could be pointing out

mistakes and give students time to fix such mistakes] Feedback is the best way for

students to learn how to fix mistakes and learn from such mistakes.

### Modify Assessments According to Students Needs

One of the many things I have learned in this profession is the fact that every student is

different and has different needs. Teachers have to considerate these needs when making

assessments. It could be accommodation for students with special needs, to translations and

interpretations for ELL students. Every accommodation has to be done by the teacher

following a certain process that provides a fair assessment. For example, the teacher has to

connect new information with prior knowledge, provide more time if necessary, among other

steps.

### Students Need to Participate

*Strong piece.*  
*I encourage you to explore... how to give feedback*

*AN*

In the art of assessment, the participation of students is fundamental. When students know how they are <sup>assess</sup> assess, and what requirements they need to meet, they work better at accomplish the task. When they are the ones setting the bar, it becomes not only their responsibility to meet requirement but they feel part of the process. That sense of ownership encourages them to do better. It is important for the teacher to allow students this kind of participation which at the same time provides a better sense of community in the classroom.

**Conclusion**

Assessment is important to figure out if students are learning what they need to, or if teacher needs to arrange a new strategy to approach students. Therefore, to know the process and what it needs to be assess is important to develop efficient formative assessments. Also, this assessment should be individualized to meet students' needs. Most of all is important to develop a method to provide a specific or extended feedback which is necessary to promote students' growth. Furthermore, ask students to help developing their own assessment, creates a sense of ownership that helps build a sense of classroom community.

TOTAL =  $\frac{12}{4} = 3$

- content 3.5/4
- grammar 2/4
- APA 3.5/4
- overall structure 4/4

yes

## Resources

Reves, Douglas. (2007). Ahead of the Curve: the Power of Assessment to Transform

Teaching and Learning. Bloomington, Indiana: Solution Tree.