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Philosophy of Assessment

Assessment is an important component to the success of students. David Perkins said, “Assessment in this spirit does not concern assignment of grades or evaluation of whether instruction was effective. It’s assessment designed squarely to feed into the learning process and make the learning stronger.” Through regular assessment, the teacher is able to continually change their methods and help students meet the standards or expectations. Students and teachers are then provided clarity with student progress and how they can improve. Teachers can aid students in their success through frequent assessments.

Pre and post-tests should be implemented in the classroom daily in order for the teacher and students to be aware of individual progress. Before new content is introduced, the students should be pre-assessed so that the teacher knows what concepts need to be covered and what can be given less focus. Post-tests should also be given at the end of every lesson so that the teacher knows if the students understood what was taught that day and if they need to alter future lessons. These types of tests would be formative assessments and should not be graded harshly, if at all. The pre and post formative assessments are purely for the teacher to know how to proceed with their teaching and to collect data for every student. Summative assessments can then be used to give the students a final assessments. Through this, the teacher can adequately measure student progress after the unit or lessons have been taught. The summative assessment should be graded, but the students should be given the opportunity to improve the score they

receive. If the student is to test poorly, the student should meet with the teacher for additional help until they understand the concept.

Feedback is a crucial component to the assessment process. Through feedback both the teacher and the student are aware of what the student knows, how they demonstrate or perform the concept, and what they may need more work on. It is important to keep communication open between the student and teacher about individual progress. This is because then the students know what the teacher thinks of their work, and the students can also ask them questions. This feedback can be either written or verbal, to better suit the students needs. Another benefit of feedback is that the teacher can evaluate if the student needs additional help and can then relay this information onto them. Likewise, the teacher will also be able to assess if the student is finding the content to be too easy for them. It is important for the students to give the teacher feedback as well. In this way, students can express questions or concerns they may have and the teacher can better accommodate them.

In my classroom, students will be held to high expectations set by the teacher. This is to encourage the students to push themselves academically and not settle for low scores on their work. At the same time, students will also be held to the standards given by the state. Teachers will assess these standards in a variety of ways to aim the students toward mastery for content being taught. Through this, teachers will be able to evaluate students progress and see what level of understanding they have for each concept. Each student should be held to the same classroom and state standard so that they are all able to be successful. When students are struggling to meet the standards, they should be helped by whatever means necessary to be successful. However,

when students achieve mastery, they should be provided with more challenging avenues of learning so that they can continue in their achievement.

Recording student progress is important so that both students and parents can see how they have grown over the year. Through evaluating student progress the teacher is able to reflect on their own teaching methods and see if the students are responding appropriately. The methods used could be changed from year to year depending on the needs of the particular class. Teachers will also know by regular assessments if the teaching method needs to be changed to better accommodate the students. This could range from changing the whole group instruction or individual instruction. While teaching, it is important to evaluate students in a variety of ways so that their overall performance reports are accurate. The progress of each student should be easily accessible to both the student and the parent.

Students should be given ample opportunities to demonstrate their new knowledge in the classroom. This should be done past quizzes, tests, and homework. One way a teacher can help the students showcase their new knowledge is through authentic assessments. Through authentic assessments, the teacher can allow students to create projects that apply to the real world. This gives the students an application and meaning to the content. The students are also able show their peers what they have learned. Authentic assessments can be given at the end of units to encompass all the students learned skills. Another way students can demonstrate knowledge is through verbal assessments. This could be done through either class discussions or one on one conversations with the teacher.

Students should be encouraged to take ownership of their work. This skill can create life long, successful learners. Therefore, students should be taught how to genuinely self reflect on

their work and how to receive feedback. In this way, students will be able hold themselves to high standards and how to utilize critical feedback. Students should also be encouraged to give teachers feedback on how they taught and what they would like to know more about. Through reading student reflections, teachers can learn what methods do or do not work. The teacher can then make accommodations for students based on their feedback. They will also know how to proceed with future lessons.

Teacher's should only grade summative assessments because that is the final performance of the students knowledge. That being said, students should be given numerous opportunities to understand the concepts past the day of the assessments. Formative assessments should not be weighted as heavily because these are additional experiences for students to broaden their understanding of new concepts. Students should not be expected to master a content area the same day it was taught; this develops over time. Some students will not always have the option to work on their homework at home because of differing circumstances. Because of this, there will not be an immediate penalty for late or incomplete work. Instead, students will be given time during the day to complete work with the help of the teacher. After an extended amount of time, or if the student refuses to complete the work, the teacher may decide to have a penalty. Scheduled grade reports will be distributed to parents and students. They will also be available upon request as well as meetings regarding grades.