

Philosophy of Assessment

Lauren Jones

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Lauren Jones

Professor Jagerson

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My current philosophy of assessment is focused on ongoing assessments to monitor student learning and provide feedback. I want to emphasize continuous improvement rather than a final grade. I view assessment as a tool to serve to enhance student learning and growth. I also view assessment as a way I can improve on to help my students with their learning and how they are able to learn best. The main forms of assessment are diagnostic assessment, formal (or informal) assessments, summative (or formal) assessments, student self-assessment, and peer assessment. Informal assessments are one of the methods to use for evaluating student learning and being able to adjust. For informal assessments teachers can use think pair share, using a number stick, having students raise their hands, and walking around and observing students working in groups. I can use informal assessment to address student needs by bringing manipulatives (cubes, counters) so students can physically and kinesthetically engage in the concept. The second type of formal assessment is planned, where students respond to the lesson in the form of guided or independent practice. Examples of this are doing exit tickets and quizzes. The third type of formal assessment involves ongoing assessment that checks on all students. This can be done by having students write notes and then collecting them for the teacher to grade. Summative assessments give students the ability to show their work on what they are learning and display it. The last assessment is through peer and self-assessment. This is a way for students to think about how well they did on learning the lesson and doing their work. It also allows students to critically think and collaborate with their classmates to build knowledge.

Assessment is my philosophy of the role, through formal and informal assessments, in supporting students and holding them accountable. I can make sure students are discussing by doing think pair share and asking them questions to see to check for understanding. Within the

CAL TPA lesson, I am doing two activities with my students. One activity will be working in groups: discussing, knowing how to work together, being respectful. I will be able to see where my focus students are at in the understanding of the content I am teaching. I can also supportively use formal assessment in helping students and help them if they are confused. I can use vocabulary words to help students understand what they will learn and be able to use the terms throughout the lesson. The third type of formal can be to support students, hold them accountable through their prior learning, and see where students are struggling. Through these forms of assessment, I am able to support and help my students, yet simultaneously keep them responsible through the activities. I engage students through activities, such as docu students or students in small groups, to support their needs. Having my students carry out activities will make them more participatory. The summative assessments of supporting and holding students accountable in the class would be through walking around and giving feedback. I will be giving summative assessments through the provision of a very important skill or task that requires immense critical thinking skills.

I am aware of how assessment and objectives or standards I'm teaching are related because they align and formulate with one another. When planning a lesson on California's standard for story problems, I apply formative to where students work out on solving problems throughout the lesson and summative assessments at the end of the unit and performance tasks such as solving problems using high order thinking. By making my lesson objective parallel with the standards, then instruction can be given, and students are able to see learning goals and understand what is required of them. In providing my students with the standards, I will be able to meet the learning outcomes, and by the end of the lesson, my students can master the ability of the standards. The standards will help me to affect how I plan my lessons, where my standards

and learning outcomes need to be aligned directly with the material I am teaching. I will also view multiple means of assessment, such as having exit tickets, written responses, and discussion, to give me the ability to see students' different understanding of the material. I will also be able to see through activities if students can apply the information they will be learning. Most common tests for students are state tests, which for them are hard to do because they are difficult to comprehend. These tests will give me the opportunity to see areas in my teaching and areas in my teaching where students could need more support. My assessment philosophy expresses the engagement of students through activities, discussions, and think pair share. I believe in offering support to my students, providing students with feedback, and allowing time for students to create products that reflect their learning. Assessments and guided instruction are significant because students need to be accountable within the classroom. Through different assessments, I can help students build their knowledge and keep them engaged in their learning. I can also help to find out where the students are at and assist them in confirming their skills and learning.