VALUING CLASSROOM ASSESSMENT

by:

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We have several ways of assessing pupils’ performance or academic progress. Like formative test, periodical test or even everyday activities. Classroom assessment is the process, usually made by teachers, of designing, collecting, interpreting, and applying information about student learning and attainment to make educational decisions. Classroom assessment is a one of the most important tools teachers can use to determine the needs of their learners. When administered properly and on an ongoing basis, classroom assessment may shape learners’ learning and give teachers valuable insights to improve their performance.

Assessments help teachers identify student strengths as well as areas where students may be struggling. This is extremely important during the beginning of the year when students are entering new grades. Classroom assessments, such as diagnostic tests, help teachers gauge the pupils’ level of mastery of concepts from the prior grade.

Teachers use classroom assessment to monitor learners’ understanding of the concepts being taught. This informs teachers in their lesson planning, helping them pinpoint areas that need further review. It will serve as evidence of learners’ learning in a particular subject areas. It provides the teachers information on what the learners know and what they can do. Grades provide parents, schools and post – secondary with the summary information about pupils’ learnings.

According to Davies (2004) research shown that the students will be motivated and confident when they experienced progress and achievement, rather than failure and defeat associated
with being compared to more successful peers. There comes the role of the teacher. A teacher should make her pupils feel that they attain something for themselves. No matter how small the improvement is, the teacher should uplift the confidence of the pupils by further encouraging them to do better, and not to degrade them with their performance below what is considered the passing score.

Paul Black and William Dylan (1998) states that instruction and formative assessment are indivisible. They emphasized that assessment refers to all activities undertaken by the teachers and by their pupils to assess themselves that give information to be used as feedback to modify teaching and learning activities. When it is used to meet student needs, assessment is therefore concluded as formative assessment.

Black and Dylan summarize their review of the research that would help answer the question, "Do improved formative, classroom assessments yield higher student achievement as reflected in summative assessments, and, if so, what kinds of improvements in classroom assessment practice are likely to yield the greatest gains in achievement?"

Assessment for learning is a way to enrich learner’s learning and improve learner’s achievement. The intent of this is to give a short review of the educator’s context, identify and discuss what the educator consider to be the most important principles of good classroom assessment. If teachers value classroom assessment, then they are continuously making a difference.
References:

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