Why You Should Do Classroom Assessment

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Classroom assessment is not only a matter of quantifying your students' academic progress. It is actually done with the noble purpose of collecting data on student understanding. This is a vital step in directing students toward full comprehension of basic and crucial concepts and standards.

Black and Dylan (1998) states that instruction and formative assessment are indivisible. They emphasize that assessment refers to all activities undertaken by teachers and by their students 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.

Researchers found that enhancing formative assessments can increase overall student achievement. It also plays a vital role in helping low-achieving students. When teachers use a more balanced approach in classroom assessment, assessment becomes a tool for learning and not just a mere quantifier of learning. This means that teachers uses assessment to actively measure a student's progress and obtain useful data as a guide to their own instructional practice.

Designing and implementing effective classroom assessments need skills and practice. Teachers should be open in acquiring professional development where they can improve their skills in developing high-quality classroom assessments. One best start is to begin with the standards. Assessment should be tied to a curriculum based on national academic content. Careful analysis of knowledge, skills, and sub skills are important. These should be the guiding principles of teachers in carefully analyzing their students' performance. These are what students should be able to master.

Initially analyzing the students present knowledge and devising the formative assessment from
there is helpful. Bear in mind that the learner’s involvement in the assessment process is vital to successfully measure learning.

References: