
Assessment Philosophy

Credo Statements

1. I believe all people are made in the image of God.
2. I believe all students can learn.
3. I believe in a student centered classroom and curriculum.
4. I believe in holding myself to high standards so that I practice what I teach.
5. I believe students are the present, not just the future.

10 Classroom Assessment Policies

My Assessment policies are in answer to the following questions:

1. *Why should student's learning be assessed?*

For learning to take place, students need to know where they are at, so that they can know where they want to go. All assessments given will be with the purpose of showing students the direction and actions they need to take to gain further understanding.

2. *What should be assessed?*

Problem solving techniques, subject content, and ability to connect learned skills to new problems will be assessed. Only in the case of pre-assessments (which are not to be graded) will students be tested on materials not covered in class lectures and textbook readings.

3. *What types of assessment will be implemented?*

Formative assessment will be integrated regularly throughout the class period. Formative assessment methods will include: teacher observation and feedback, questions, homework assignments, and in-class worksheets. Summative assessment will be given in

multiple forms such as: worksheets, standardized tests, team and individual projects, and portfolios.

4. *Are tests appropriate for all students?*

All students have strengths and weaknesses in testing. As I believe there is not one “right” way of assessment for every student, there will be multiple options for summative assessments with the exception of state mandated standardized tests.

5. *How often will student assessment take place?*

Formative assessment will take place in the classroom multiple times per class period. Summative assessments will be given weekly, per unit, and finally, at the end of each quarter. In addition, state mandated tests will be given when required.

6. *How should assessment information be recorded?*

Assessment will be recorded electronically on a spreadsheet and per school regulation. Additionally, student assessment feedback will be written on returned assignments.

7. *Where should assessment information be recorded?*

Assessment information will be recorded in students’ personal files, on progress report spreadsheets, and in the school’s database per regulation

8. *With whom should assessment information be shared?*

Assessment information in the form of feedback will be shared with the individual student and their guardians. Under no circumstance will assessment information of an individual student be shared with another student or class.

9. *How should assessment information be shared with others?*

Feedback on assessment information will be given to students and guardians in the form of comments on assignments, biweekly progress reports, and verbally at parent teacher conferences (only if able to back with documented scores). Assessment information will also be given to parents or guardians of the student by email and through phone conversations.

10. *For how long should assessment information be stored?*

Electronic records will be stored per school policy. Paper assignments and grades will be stored for one full school year before being disposed.

Philosophy

Why do we assess?

“A wise system of education will at last teach us how little man yet knows, how much he has still to learn.”-- Sir John Lubbock

In every class period, I will constantly strive to assess the learning and understanding of my class. The purpose of my assessment will be to see what it is that each student knows and understands so that I can challenge them to further their understanding. “Students cannot make strategic adjustments to their performance if they do not recognize the need for such adjustments”(Davis & Neitzel, 2011). In this way, I will not give my students tests and quizzes in the form of busy work, but will instead, carefully construct methods of prompting my student to use the skills they have learned, and test their problem-solving techniques.

How do our decisions with assessment hurt/help kids? How can a student get tough feedback or a grade and have their self-respect and dignity intact? What are steps a teacher could take to ensure that happens?

It is important to note the difference between two assessment terms: grades and feedback. Grades are numbers and letters associated with a percentage of correctness. Feedback is the way a teacher conveys a student's progress and guides them in future learning. Policies on assessment can greatly affect a student's self-esteem and their perception of their own abilities. For example, giving a student a grade of "0" for a wrong answer, when it is obvious that the student put forth time and effort into an assignment will hurt a student's self-esteem and academic motivation. Students should be rewarded for their efforts as well as their ability. In this way, a student who initially lacks ability can still be motivated to work to gain understanding, thus increasing the amount of learning. "Once students develop these internal standards, they are more equipped to monitor their own performance independently of the teacher; they can compare their work to these standards, identify gaps, and then take strategic action to correct any identified discrepancies"(Davis & Neitzel, 2011). Assessment strategies influence student motivation through their perception of success and their ability. Through my assessment policies, I will respect my students as people, and as learners. With this in mind, verbal and written feedback will give one positive comment, and one comment for improvement. Policies on assessment can also create a safe learning environment which cultivates learning. For example, keeping individual grades private will allow students to receive feedback for their work, without the added stress of peer judgment. If a student were to get a low grade, I would present an area to work on towards improvement. In homework and weekly assignments, I will give the option for

a redo worth 80% of the initial grade. The goal in this is to give hope to students, and allow them to use the problem-solving technique of revision as a spring board for further learning.

Grading and Feedback

In general, two progress reports will be given to each student's parents/guardians per school quarter. In addition, biweekly feedback of each student's progress will be given through emails and/or phone calls.

Parent-teacher conferences will allow for two-way feedback from parents and students. Student journaling will provide detailed feedback from students on what they feel they have learned or not learned. In addition, phone calls and emails can easily be used by parents to convey comments or concerns for their children.

(See 10 policies for more details on when grades and feedback are to be given)

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