

Reflection on Assessment Strategies

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Report Overview

Educators spend a lot of time choosing assessments, designing assessments, and gathering data from assessments. Schools and districts spend a lot of time and money choosing and purchasing assessment resources. This is why assessment literacy is so important. Understanding how to choose and design effective and purposeful assessments while clearly communicating the data gathered benefits districts, schools, educators, students, and students' families. Assessment literacy can save districts, schools, and educators both time and money. Relevant and meaningful assessments motivate and engage students and clear communication allows everyone to understand progress, strengths, and weaknesses. Tables of test specifications, a balance of concise traditional and alternative assessments, curriculum maps, and detailed feedback can be used to strengthen the assessment process.

Analysis Reflection

Assessment literacy is important because it helps educators design purposeful accurate assessments, gather dependable data, understand educational literature, effectively communicate the results, manage time wisely, and it can help make educated budget decisions regarding testing (American College of Education, 2015). Assessment literacy is complex and it takes time to strengthen; however, it is beneficial for both educators and students. Assessment literacy encourages educators to continue learning and bettering their teaching skills, editing and revising the assessments they design, conducting field trials on the assessments, and carefully analyzing the data to guide and better instructional practices. Educators can use assessment literacy to

purposefully organize their time, evaluate and expand their educational skills, distinguish sound and unsound assessment practices, involve students in the process, and communicate the results with others. Wheatley et al. (2015) explained that meaningful assessments and feedback emphasize continuous learning which can help engage and motivate students, it encourages students' self-regulated learning, and it provides students with safe opportunities to make and learn from mistakes. Assessment literacy strengthens the teaching and learning facet which provides students with purposeful, effective, and efficient learning opportunities.

Application Reflection

Recently I have been reflecting more about traditional and alternative assessment options. Alternative assessments can be used to help monitor students' progress within standards in a creative and innovative way while also providing opportunities for students to practice their soft skills and 21st century learning skills (Albay, 2021). This research and reflection has helped me identify the many valuable features that alternative assessments offer which has motivated me to begin brainstorming and designing alternative assessment ideas that I can incorporate into my educational setting.

When designing assessments and rubrics, I struggle to keep them concise. My brain often quickly creates many ideas, but from my experience I have learned that sometimes less is better. Berwich (2019) found that giving fewer but richer questions reduces anxiety while increasing students' performance. Keeping my assessments within an age-appropriate length and defining less learning objectives helps my students maintain focus and identify the most important factors

and features of the assessment so I can still gather meaningful data, but my students do not become overwhelmed.

Analyzing assessment literacy, creating a table of test specifications, organizing and composing curriculum maps, writing classroom assessments, and designing learner-centered assessments has helped me apply and practice valuable assessment skills. Studying assessment literacy helped me identify that alternative assessments, like performance tasks, allow students to continue learning throughout the assessment process while they also have the opportunity to develop and practice their 21st century learning skills and competences (Albay, 2021). Therefore alternative assessments can be used “as” learning but they can also be used “for” learning since they help reveal student learning throughout time. Therefore, I am eager to incorporate more alternative assessments “for” and “as” learning in my classroom.

Assessment Summary

I will continue to occasionally use tables of test specifications to help me identify my assessment strengths and weaknesses. Identifying these strengths and weaknesses allows me to grow as an educator and better serve my students. I will also share my findings and discoveries with my professional learning community in hopes that we can all learn from each other and grow stronger together. I will also continue to use curriculum maps to help me stay organized and to help me manage my teaching time.

Conclusion

I am eager to continue reflecting upon and exploring assessment literacy, creating learner-centered assessments such as portfolios and more reflections, and collaboratively

working on strengthening my assessment process. I am also excited to include students in on the assessment process so they can develop their data informed decision making, self-advocacy, and self-evaluation skills. I am excited to provide them with more alternative assessment options so they can utilize their strengths to show what they know and what they can do with the information. Assessments are a primary educational tool that provides me with data about my students' understanding and performance, information about my teaching skills, and information to guide my instruction. Strengthening my assessment literacy will enrich my teaching abilities, my communication, and my students' educational experiences.

References

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