

Jane Irish E. Ayop

BAELS3B

Unit 1

CONTENT

Unit 1 discusses the definitions, functions, and applications of test and assessment. Test and assessment are similar in nature and are sometimes used interchangeably, however, there is a significant distinction between the two. Test is a method of measuring a person's ability, knowledge, capacities, or aptitudes in a given domain. It occurs at identifiable times in a curriculum usually in a form of using paper and pen. It is the time when learners must master all their faculties to offer a peak performance knowing that their responses are being measured and evaluated. Meanwhile, assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers comments on your discussion, or tries out a new word, the teacher is subconsciously making an assessment of the students' performance. A subconscious judgment that sometimes doesn't need to be graded or scored. There are two categories of assessment: formal and informal. Informal assessments are designed to elicit performance without recording the results while formal assessments are pretty much self-explanatory. It was stated in the lesson—and was something I took note of—that all tests are formal assessments, but not all formal assessment is testing as formal assessment could be in a form of a tournament, journal, portfolio, etc. Unit 1 also discussed the functions of assessment: formative, summative, norm-referenced, and criterion-referenced.

EXPERIENCE

As a student, I can't be more familiar with tests and assessments than anyone else. I know it like how I know my cousins; familiar yet unfamiliar. No matter how many tests I took and no matter how much it varies, every single one of them would still be as hard as the last. As a test-taker, I've had my own share of tests and assessments that ranges from taking the timed formal assessments down to informal and formative assessments. The most common being periodic tests with a multiple-choice format and the least being tournaments and portfolios. Moreover, I also don't have that much experience in taking a norm-referenced type of assessment except for taking college admission tests. As a one who gives the tests or assessment, I could only say I've experienced giving and preparing one, however, it is also for an assessment. We were required to make a short quiz after we finish our report on a certain topic. The test I made was certainly an

informal type and not as reliable as the one the teacher makes but I experienced the feeling of being the one that prepares the test instead of being the test-taker at least for a moment.

REFLECTION

As a student, I periodically am being assessed and tested and could conclude for myself that I know the nature of testing/assessment. But that's just it, I know the nature of testing and assessment as a test-taker. Unit 1 tackles its definitions and functions and made me realize that it's not only the test-takers that suffer and make preparation but also the test-makers. They ensure reliable tests and assessments so that they could grade their students properly and accordingly. Test-makers constantly observe and adjust to their students' needs. I briefly experienced making a test and it is certainly not as easy as non-test makers think. Sure, it's is easy if it's standardized and has a fixed answer but making criterion-referenced and open-ended questions type of tests are not easy to make. Test-makers also have to think what to consider and what to not and manually check the answers.

APPLICATION

I may or may not plan to teach in the future but this lesson or even this course in general, will surely help me in my future career. I actually had worried about not being able to know how to assess should I pursue teaching and was glad to have this course this semester. In this day and age, it's better to know more or to have more knowledge about something than none at all. There is still more to know about testing and assessment but this lesson alone is as complete as it could be.