

### **Philosophy of Assessment**

Assessment is an integral part of the teaching process. It provides information on what content students know and on how well students know it at the time of the assessment. There are two types of assessment, formative and summative, and each has a different purpose. I will use both types of assessment in my classroom. I understand the significance of standardized tests; however, I also believe it is necessary to assess student progress in many different ways because no two students have the same background knowledge, life experiences, learning styles, or personalities.

My formative assessments will include open-ended questions, observations, conversations, journals, quizzes, and performance assessment problems. The information I gather from these sources will guide my instruction. If only a few students seem to understand the content, I can re-teach the material using a different strategy. If most students know the material, I can work with the few who do not know it in a one-on-one or small group setting to help them master the material. The information I gather will also enable me to provide constructive feedback, which will enable students to monitor their own learning. Students will be encouraged to re-take quizzes or performance assessments but may only do so if they attend a workshop or otherwise show that they have attempted to master the material. This focused re-teaching and learning from specific, constructive feedback will increase my students' overall achievement, which will be reflected in their standardized test scores.

Along with state standardized tests, my summative assessments will include unit or chapter tests, semester exams, and other performance-based projects or activities. Final grades will be based on a variety of summative assessments that allow students to demonstrate their mastery of the content and skills. The information I gather from these assessments will help me determine if any given student knows enough to move on to the next course or if the student would benefit from repeating the course. A student may not re-take summative assessments unless there is a significant discrepancy between the student's formative assessment results and the summative assessment. It will also be necessary to determine the reason behind the discrepancy, e.g., emotional stress due to some extenuating circumstance, before allowing a re-take.

Because students are active participants in the learning process, I will communicate my assessment system with them at the beginning of the year. I will also ensure that parents understand that my assessment system is designed to facilitate student learning as well as to be an overall indicator of student achievement.