

Session 3

Purposes and Importance of Assessment

A. Introduction

In our previous courses, we explored how learning takes place and how we determine as it happens. We are convinced that assessing learning is a characteristic component of systematic teaching. From the time we start to teach, we assess our students through a diagnostic test or a pre-test to measure what they already know and need to know more. When teachers impart knowledge, they assess students' learning through various tests. At the end of a course, the students are evaluated on their total learning through a summative test. In short, we recognize the power of assessment as quality assurance in every process of the teaching and learning experiences. Teachers need to put sorts of assessment strategies in place according to salient factors.



Image 1: Addressing the Philippine education crisis.
(Source: Villegas, 2021: Online)

Assessment is crucial to instruction since it determines if educational goals are attained. Assessment impacts grades, placement, progression, instructional needs, curriculum, and financing.

The learners in the present need more than reading and math to succeed in a changing world. Critical thinking, analysis, and inference are required. Changes in our students' abilities and knowledge need new learning goals, which modify evaluation and instruction. Teachers must actively choose assessment purposes and content (Lucas & Corpuz, 2020)

This lecture continues what we have started about assessment in learning. It intends to deepen our understanding of the purposes of every form for evaluation according to educational objectives and when to use them.

Session 2 Conclusion

Various evaluation methods can facilitate the comprehension of student development across many dimensions. This comprehension can provide valuable insights for selecting and implementing instructional approaches, perhaps resulting in various modifications.

B. Session Objectives

After completing this module, you are expected to be able to:

1. Articulate the importance of assessment in various educational circumstances;
2. Determine assessment tasks necessary in the quality assurance of the teaching and learning processes; and,
3. Discuss the purpose of assessment in education by citing experiential cases.

C. Session Content

1. The Importance of Assessment in the Teaching-Learning Process

The importance of critical thinking, reasoning, and reflection is emphasized through assessment, which drives instruction and creates a rich learning environment. There are several ways in which the success of a course may be evaluated. These assessment tools can be included in course assignments and activities to measure students' progress toward program goals and the college's general education goals.

Feedback on the learning and teaching process may be obtained daily through continuous assessment. The effectiveness of teaching and learning may be strengthened via evaluation. It also supports education as a formative process that develops over time with student feedback and participation. The following shows how assessment is essential in various respects:

- a. A formative assessment is one method that a teacher may use during a session or an entire unit to determine whether or not the students are comprehending the material.

- b. If a student is having trouble understanding what they are reading, remembering what they have read or been told, having trouble with their hearing or speech, or coordinating their hands and eyes, a diagnostic test may be helpful.
- c. After finishing their research on a subject, students typically take a summative test to demonstrate their understanding. The instructor can evaluate the student's progress and offer suggestions for improvement. Teachers can utilize assessment results to design individualized learning plans for students not meeting proficiency levels.
- d. The adoption of informal evaluation strategies by educators is also a viable option. Students can share their thoughts on their own learning and identify areas for improvement through self-assessment. Students benefit from peer evaluation because their peers provide feedback on their strengths and areas for improvement.

2. Assessment and Quality Assurance of Teaching and Learning

Assessment guides teaching and fosters a fruitful classroom climate by highlighting the value of students' critical thinking, reasoning, and reflection. A course's effectiveness can be measured in several ways. Students' progress toward program goals and the college's general education goals may be measured with these evaluation methods when they are integrated into assignments and activities. The following are our 3A's why we should assess teaching and learning: Assess Accuracy, Assess Appropriateness, and Assess Adequacy.

a. Assessing Accuracy

Informing students with the needed knowledge and content entails the accuracy of the curriculum. Concepts and ideas presented in class must be grounded on evidence and scientific facts. A basic rule in teaching is that students discuss and learn accurate and empirical concepts. So, assessing what they learned has to verify if they acquired the correct information from the right perspectives and context.

b. Assessing Appropriateness

Learning is assessed to validate the appropriateness of pedagogy used to inform the students. Acquisition of knowledge and understanding of learning concepts requires various strategies based on the learners' needs, interests, capacities, and abilities. The assessment results can inform the teacher whether or not the strategies used have been appropriate. Furthermore, assessing the appropriateness of teaching will trigger a more improved pedagogical practice.

c. Assessing Adequacy

Teaching is adequate when learning occurs according to the expected learning outcomes and the target duration or time. This condition can be assured from the results of the assessment. The results of every evaluation of the learners in school will inform the management on how to recalibrate educational programs, activities, and the curriculum.

3. Purposes of Assessment in the Teaching and Learning Process

The goal of an assessment should inform its design. There needs to be a healthy equilibrium between assessment as learning, assessment of learning, and assessment as a means to improve student learning. The information gathered from an evaluation is only helpful if understood and applied appropriately.

Continuous evaluation is a part of any instructional strategy (Navarro, Santos, & Corpuz, 2019). It has a close relationship with teaching and learning plans. Assessment plays an ongoing role in shaping instruction, directing the student's subsequent actions, and assessing progress and accomplishment as instructors and students work towards attaining curricular goals. In the classroom, teachers employ a wide variety of assessment techniques and strategies, tailoring their use to the specific goals of each assessment and the requirements of their students.

a. Assessment FOR Learning

As a result of this purpose of assessment, instructors can obtain insight into what their students comprehend, which helps them plan and organize instruction and offer constructive feedback to their students.

Assessment FOR learning takes place continuously while students study. Its purpose is to assist educators in seeing where their students stand conceptually so they may choose how to support their learning best. Each student has a unique learning style, but there are commonalities in the connections they make and the assumptions they make as they go from an early stage to an advanced one. Teachers in assessment for learning utilize assessments as detective tools to learn as much as possible about their student's knowledge and skills and any misconceptions or learning gaps they may have.

Teachers can choose how to best advance their students' learning based on the wealth of data they acquire about their learning processes. It's the foundation for making informed decisions about student placement, lesson planning, and resource allocation.

Teachers may increase their students' interest in and dedication to studying through the use of evaluation for learning. Teachers may shift the focus of their classrooms from failure to success by making learning the primary goal of assessment. They help kids see what they feel is valid and apply that knowledge to achieve progress in manageable, efficient, and courteous ways.

b. Assessment AS Learning

Students establish an understanding of how they learn through this evaluation and then utilize that insight to adapt and progress their learning while simultaneously taking on greater responsibility for their education.

Assessment as learning places the spotlight on the learner and highlights assessment as a form of metacognition. Learning is an active process of cognitive remodeling that takes place when humans engage with new ideas and assessment as learning stems from the concept that learning is more than merely the transmission of knowledge from an expert to a novice. In this framework, students are pivotal in linking assessment results with student growth. Students who are invested in their own learning develop into critical thinkers capable of evaluating material, applying it to their own experiences, and expanding their horizons. As part of the metacognitive regulatory process, students learn to keep a close eye on their own learning and utilize the information they get to make little or substantial alterations to their approach to the material.

Students engage in self-reflection and alter their approach to learning based on this feedback in assessment as learning, which is grounded in studies of how students learn.

c. Assessment OF Learning

One objective of assessment is to provide students, instructors, and parents, in addition to the larger educational community, with information on attainment at a particular time. This data may then be used to recognize achievements, devise corrective measures, and encourage further development.

The term "assessment of learning" is used to describe a wide range of methods used to verify students' knowledge, show that they have achieved curricular outcomes or their tailored program goals, issue credentials of mastery, and direct students' subsequent course of study or placement. Its purpose is to demonstrate students' progress toward learning goals to parents, teachers, students, and occasionally other parties.

Learning assessment refers to evaluations that are made public and yield indicators of how well pupils are learning. It frequently adds to significant decisions that will have long-lasting effects on students' lives. Therefore, it is crucial that the reasoning and metrics behind the evaluation of learning be trustworthy and defensible.

D. Conclusion

Assessment in learning is figuring out how students learn and what they have learned and evaluating how relevant and effective teaching is. The teaching and learning process is assessed for three main reasons: planning to teach, monitoring learning progress with students' participation, and measuring the extent and degree of student learning.

E. References

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