Reflection 5.

Chapter 6: Involving Students in Classroom Assessment

A part of a positive learning environment is having engaged and motivated student. This is a task and takes a lot of time and effort. The chapter says if we give students the opportunity to make goals and help with the criteria of assessment that they will know what they need to learn and be able to achieve their goals. I think this has great merit.

Goals will often help us orient our lives in a direction we want to go. Therefore allowing students to make academic goals will give them focus in their studies. How can we ensure the goals that students are making are able to stretch their academic abilities? I believe the parents need to be involved with the initial goal making process. They know their children the best and will be able to gage where their children are academically and what subjects need to be focused on compared to others. Once we have a better knowledge of our students and their academic needs we will be able to help students gage their progress and help them redraft any goals that need to be changed. However, until we have that knowledge of our students we are dependent upon the parents. There can be three types of parents, the involved and helpful, the ones who don’t care, and those that push and push and become overbearing. So what do we do if we are dealing with overbearing parents that make their children set unrealistic and impossible goals before we get to know them?

Involving students in the making of criteria helps them feel involved and have a stake in their own learning process. I believe if they understand what they need to do and have the options on how to perform those certain required skills they will be more engaged. Therefore involvement is engagement.

Then because they know the criteria well, they will learn how to give better feedback to their own work.

Self-assessment and the ability to help plan the criteria gives students power over their surroundings. In return for this power we may see incredible things as they are doing things they want to do, presenting ways they want to and assessing themselves to their own criteria. Self-assessment is a hard thing to master. I myself am my worst critique and am not sure I know exactly what I am doing when it comes to self-assessment. I was never given the opportunity to learn how to assess myself. It was not used. I came from cut and dry testing and evaluating. So how can someone, who is use to evaluation, teach them how to assess? This is something I fear. I fear I will not be able to learn it soon enough to be effective in teaching.

The chapter also mentions holding them accountable through presentation. That presentation can be through the teacher, class, parents or community. I believe this is a good thing because while they may be able to help plan the criteria is not always enough motivation, but having the knowledge of their work being published for others to see can hold them accountable to the criteria they helped make? This also plays into the notion of the school atmosphere being a community when you include the parents or community as viewers of the student’s accomplishments.