**Five Big Ideas Paper**

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At the beginning of the semester, I thought of assessment as the last step in completing a lesson plan per se. The assessment is evidence that the students understood the lesson being taught and learned or gained something from the lesson. I had heard the words "formative" and "summative" concerning assessment. However, I was so consumed by learning how to construct and craft my lessons that I did not consider assessments a priority. This lack of knowledge was the inspiration for my learning goal. The goal I had procured was learning a variety of ways in which I can assess my students. I feel that sometimes it is best to simplify goals when there is such a huge deficit of prior knowledge and experience.

The five big ideas that I want to focus on for this paper include Bloom's Taxonomy, the dialogue paper, crafting rubrics, organizational skills and tactics, and triangulation. Bloom's Taxonomy helps teachers know what they are aiming for in class. It helps them ask the right type of questions, so students can learn more efficiently. Furthermore, it fosters and cultivates critical thinking skills among teachers. I think learning about this concept helped me engage with and think about assessment in a new way. I was able to visualize a target for my assessments and how I could achieve that in a meaningful and thoughtful way.

The dialogue paper was also a huge help in learning different strategies and perspectives of assessment. While the exposure to more experienced philosophies was extremely constructive, I also found it to be comforting in a sense. It was a relief hearing that teachers are also learners in a sense. They adapt certain strategies to fit their needs and make many mistakes along the way.

Many teachers purposed rubrics as the "holy grail" of assessment. Therefore, I paid strict attention when we discussed the tips and tricks for crafting the rubric. They are the backbone of assessment. I was pleased that the class provided so many polished resources for rubric creation and refinement.

The diverse ways of organizing assessments were also a helpful tool. I enjoyed the idea of color coding as a form of easy visual organization. Finally, the last concept that stuck with me is the triangulation of assessment. Triangulation of evidence occurs when a teacher gathers info about how students learn. They get this info from three places: talking with students, watching them, and looking at their work. As I have mentioned throughout my portfolio journals, I rely heavily on visuals to absorb information and gain understanding. This diagram was a huge help when thinking about involving students in the assessment process and gathering evidence productively.

As far as outside sources are concerned, I did not have much exposure to assessment. However, I do believe that the five big ideas that I have taken from this class will be incorporated into my practice in some fashion. Overall, it was an amazing and informative class. I hope to take what I have learnt in this class and apply it within my internship in the fall.