

My 5 Big Ideas

Looking back to the beginning of this semester, my knowledge of assessment wasn't very strong and I didn't know too many strategies or big ideas. I understood the different styles of learners and how to implement that as I was a swimming instructor for 3 years and that was integrated into my course work for that. My thinking process usually surrounds tests and a lot of summative assessments as that's what I grew up with in school, as well as that being a main form of assessment here in university with midterms and finals. It was the only kind of assessment I knew and because of that I didn't know much about formative assessment, making it a little difficult to understand and keep track of all the ways I could use it. This class helped tremendously in explaining the different ways, as well as getting people's viewpoints on what works and what does not. To have all those different opinions coming together to share their viewpoints, I found it much easier to grasp how I should be assessing based on my class and how to include many ways to help my students grow as learners.

One of the big ideas that I found helped me was the AofL, AasL, and AforL. These stood for assessment of learning, assessment as learning, and assessment for learning; and they all had a place in how we should be assessing students. This helped me a lot as it helped me to understand what tools I could be using for each and where each category fit into grading the students. It helped to separate and break down assessments as when you are just starting as a teacher this can be overwhelming and breaking things down helps me to understand the concept as well as how to use it.

Another idea that I liked was Bloom's Taxonomy, which also helped categorize the different ways we are learning by breaking down if students should be creating or remembering. I also really liked this for the same reasons as above, I learn much better by breaking down items and

dissecting what each item does. Something that helped with Bloom's was including it in group work, this helped me to understand what a type of assessment would be on the scale and where it would fit. Bloom's taxonomy also gives great ideas on assignments/assessments because it allows you to include multiple ways to grade for the class term and also what we should be looking for (for example creating a remembering assessment, you know that you are looking for your students to pull from prior knowledge).

As your going to see more within this paper, I seem to like tools that break down strategies we can be using and this next idea I liked is not different with it being the 5 lenses of data. We didn't go to deep into this one but I still liked it and it will help me later on looking at the data when assessing. This is something I struggle with for sure, as the 5 lenses look at the many ways we look at our students grades and how we assess them.

The last two ideas I really liked were the triangulation of evidence and when we touched on feedback in the classroom. When discussing the triangulation of evidence, and this helped me to see the three basic ways we could be assessing and how we should be breaking down our formative and summative assessments. It helped to categorize where we should be putting assessments (so a class discussion is an observation, whereas talking directly with a student is a conversation). The topic of feedback was really helpful too as it can be hard to decide what feedback we should be giving to students so the discussion on constructive feedback was nice as well as activities like two stars and a wish.