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Five Big Ideas

Assessments are a very complex thing. I feel as if no one is perfect at assessing and everyone always has more to learn about it. When I started this class, I knew the bare minimum of assessments. I still feel as if my knowledge of assessments is not where it should be but I am still learning. Having the three week block for pre-internship has helped a lot with understanding assessments. Being able to put it in place and practice assessments was great for my learning.

In my personal learning plan, I wrote about how much I knew at the beginning of the semester. I will be including it into this paper. “I feel as if there is a lot that I do not know. I am someone that has a bit of a harder time with assessment and I know it will be something that will take a bit for me to get used to it. Assessment is something that is very important but it also can be very repetitive. Possibly having different ways of assessing would be great besides testing or just observing. There are different ways teachers can assess that fall under formative and summative, but it is hard to branch out with it.

Coming into this class, I know the bare minimum about assessments. All I really know is formative and summative. While being in my pre-internship, I really only used formative assessment as I found it the easiest to work with. I have mainly worked with the younger grades and I have gotten kind of familiar with assessing them with formative assessment. I find that formative assessments as the easiest to navigate with younger grades as reading and writing can still be a big struggle for some of these students. Prior to this class, I feel as if I just knew the bare minimum of both types of assessment and found myself googling the types of assessments and what they were each time I needed it. I am worried that I may still try to use the formative for everything as it is the easiest. Summative was hard for me to fit into my pre-internship already but I am hoping I can work it into my 3-week block. My coop teacher wants me and my partner to be able to grade their work so it will be able to fit into summative. I am also worried about learning about assessments as it is a bit of a difficult idea for me. I am also excited to learn about it more and get more comfortable with it.

I want to be able to connect more with my students. I want to feel a closer connection and have my students feel comfortable around me. Assessments can be a form of connection as you are able to help your students succeed. You can see where your students are having a harder time and can work one on one with them. I want to learn how to use more summative assessments with younger grades. I want to be able to find a way to use that form of assessment and not step too far from some students’ comfort zones. I want my students to succeed to the best of their abilities and I know summative assessments can bring some students down. Working with grade ones, it can be difficult to bring it into the lesson, but my goal for my three-week block is to include it in some of my lessons. When I use summative assessment, I do not want it to be through a test, I would try and make it fun. Tests give a lot of students anxiety and it is not worth having students get worked up over something that can be made fun and something they will enjoy.” (Draft on E-Portfolio).

One of my big ideas was to be able to connect with students. Connecting is something that is very important to me and want to make it one of my top priorities. During my pre-internship, I feel as if I made a lot of great and strong connections with the students. I think this also goes with the second one of giving summative assessments to younger grades. I did not give many summative assessments as it was a bit harder to do with my unit, but I did do a few. i tried students working alone, with partners and even having them work on it as a whole class. I used a lot of verbal grading for the students as they are still learning to spell and I didn’t want them to feel pressured to make sure they were spelling everything correctly. My other three would just to be aware, stay on task and make sure the students know what is expected from them. Those three are some things I wanted to focus on during my three weeks and by the end, I felt pretty comfortable with it.

I think the main thing that will stick with me and change my teaching practices in the future, is just knowing a bunch of different ways students can be assessed. I thought summative was only tests and that formative was just observing. There are so many different ways you can assess a student and you can make them fun as well. An assessment does not have to be something that students should dread to do. On my last day, I did a ‘The Ugly Duckling’ booklet with my students, it was a summative assessment as they were being graded on how well they were able to follow along and listen to directions. They all loved it and had a blast doing it. Making fun activities like that, especially for younger grades is very worth it.