

## ASSESSMENT AND FEEDBACK

by:

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Supporting learners from achieving knowledge and skills means focusing on feedback instead of a score or grade. It means helping them not to see assessments as evaluation devices that mark the end of learning, but to see these as learning tools that have an integral role in the teaching and learning process. It means clarifying to learners that the primary purpose of conducting an assessment is to confirm what they have learned, that will show their progress and to identify any learning problems and gaps that are up for remediation between the teachers, learners, and other stakeholders. Hence, cheating on an assessment serves no purpose other than to delay the persistent efforts to help all learners to develop holistically.

Giving emphasis on feedback also means we must basically state our learning goals and the criteria we use to determine when learners meet those goals. As a teacher, setting of rubrics and explaining the criteria on how the learners will be graded should be done before giving the tasks. We need to be clear about how we will know if learners gain knowledge and not worry about quantifying their performance on a scale that has diverse levels. Most importantly, we need to plan alternative approaches to help our learners when they are having a hard time getting the topic. It is also our job to give immediate feedbacks on the performance of our learners as to their progress and as to possible remediation.

According to Hughes and Acedo (2015), assessment, through a range of techniques, is important to evaluate progress and follow learners on their learning progression.

For me, grades should not only be recorded but also delivered. In doing that, learners will have a reflection within themselves that they are truly responsible for their own learning.

*References:*

<https://www.edweek.org/education/opinion-assessments-and-grading-in-the-midst-of-a-pandemic/2020/04>