

## ASSESSING STUDENT LEARNING

by:

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In today's differentiated classroom, assessment is crucial. It offers constant input to teachers, students, and other stakeholders on the abilities, learning styles, and student profiles. It serves as the launchpad for all other teaching and learning components, making it a crucial component of the teaching cycle. The nine guidelines for appropriate assessment practice are listed below.

Educational ideals are the starting point for evaluating student learning. Therefore, good practice starts with a vision of the types of learning we value most for students and work to support them in achieving.

The best assessments are those that provide a multidimensional, integrated grasp of learning that is evident in performance across time. It is a difficult procedure. It includes not just the knowledge that students possess but also their ability to apply that knowledge. It also includes values, attitudes, and mental habits that have an impact on both academic achievement and performance outside of the classroom.

When the programs it aims to enhance have unambiguous, clearly stated goals, assessment is most effective. It is a procedure with objectives. It comprises evaluating academic achievement in light of educational goals and expectations.

Assessment calls for consideration of both results and the experiences that produced those results. This information on results is crucial since it affects how students "end up." Understanding which pupils learn best in which circumstances might be aided by assessment.

It is ideal for assessment to be ongoing rather than episodic. a procedure with cumulative power. The best way to nurture improvement is through a sequence of actions conducted over time.

When members of the entire educational community are involved, assessment promotes broader improvement. It is a responsibility shared by the entire campus, and over time, it is intended to incorporate members of the entire academic community.

When an assessment starts with practical concerns and reveals issues that matter to individuals, it changes things. It acknowledges the importance of data in the process of development. Information must, however, be related to topics or issues that people care deeply about in order to be valuable.

When assessment is a part of a larger system of factors that encourage change, progress is most likely to result. Little is changed by assessment alone. Its greatest impact is seen on campuses where the caliber of instruction and learning is evidently appreciated and continually improved.

9. Teachers fulfill their obligations to the public and to pupils through assessment. We have an obligation to the public. We have an obligation to the public's interest in education as educators. We must tell the people who rely on or support us of the manner in which our pupils are meeting objectives and standards. Information about student learning can be evaluated using both direct and indirect measurements. Examples of direct measures include homework, tests, exams, reports, essays, research projects, case study studies, and performance evaluation rubrics.. However, one of the improvement tools used today were the gadgets that are currently common among students. Computers and smartphone use are popular and are used as discussion and assessment tools.

*References:*

depedbataan.com  
The Official Website of DepED Division of Bataan