

THE CORE VALUE OF REFLECTIVE ASSESSMENT

by:

Anna Liza D. Salas

Master Teacher II, Limay National High School

Assessment is the process of determining teaching and learning outcomes. It is a method of determining what learners understand, know, and can perform. It is regarded as the creation of some judgments on the worth of specific ideas, research works, statements, methods, and materials. The assessment is an integral part of the learning process, capable of providing teachers and students with beneficial feedback to enhance learning activities during the educational process. Assessments are a component of teaching-learning instructions that provide desired feedback to students and teachers for further learning development.

Reflective assessment is part of the formative assessment methods. It is mainly about assessment with the goal of enhancing learning. It is also an active and stimulating assessment method because it encourages learners to evaluate and reflect on themselves. Reflective assessment occurs when learners are involved to reflect on various learning experiences. It relies primarily on metacognition's role in learning by asking learners to reflect on their own thinking.

One of the most effective methods to improve learner performance is to nurture learners' metacognitive skills through reflective assessment. Reflective assessment is a simple and straightforward approach to administering a formative assessment. It also allows learners to fully own their learning process. When learners participate in the assessment of their learning experiences, they gain the ability to be in charge of their learning. Reflective processes activate knowledge about perceived competence acquired by learners from various sources within a learning program.

Reflective practice is a cognitive psychology concept that focuses on the learners' active participation in their thinking process. It entails thinking about thinking and stresses the learners' self-awareness of their cognitive patterns, learning characteristics, and strategies that assist with both memory and understanding. It is also defined as an important learning activity in which students recapture their experiences in order to integrate prior knowledge with newly acquired knowledge. The concept of learning development through active reflection benefits learners.

Reflective assessment is also beneficial to teachers. When learners are provided an opportunity to write what they have learned and how they learned it, the teacher learns about the learners' level of understanding of a particular lesson. It also guides the teacher about the best ways for the learners to learn. This knowledge can be incorporated into modified instruction programs to improve student learning and retention, resulting in better teaching and educational performances.

Reflective assessment enables learners to reflect, which improves the retention of new knowledge. It should be exercised on a regular, dynamic, and recommended basis so that students develop muscle memory. Thus, reflective assessment is most effective when teachers provide time for students to participate in specific reflective-assessment practices based on content and learning procedures.

One of the most important indicators of student achievement is identified as students' capacity to reflect on their learning development and make appropriate adjustments. Encouraging the application of reflective assessment is not only good classroom practice; it will lay the groundwork for meaningful and long-term learning that will benefit learners, teachers, and the school.

References:

Evans, Laurynn H. (2016). The Case for Reflective Assessment. Retrieved from <https://www.nais.org/magazine/independent-school/winter-2016/the-case-for-reflective-assessment>

Thayer, Tryggvi (23 May 2018). Reflective Assessment. Retrieved from <http://entreassess.com/2018/05/23/reflective-assessment/>