

HELPING STUDENTS WHO HAVE FEAR OF CLASSROOM ASSESSMENT

by:

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Assessment is an essential component of instruction because it determines whether educational objectives are met. Assessment affects decisions about grades, placement, advancement, curriculum, and, in some cases, funding.

Under the K to 12 Basic Education Curriculum, it recognizes diversity of learners inside the classroom, the need for multiple ways of measuring their varying abilities and learning potentials and the function of students as partners in the assessment process. Many students manifest test anxiety which can continue and even grow through junior and senior high school and even up to the tertiary level.

What happens when students have test anxiety? When taking an exam, students who are nervous about it may freeze up or "go blank," which can impair their recall and increase errors. Any student may experience worry before, during, or after a test. In fact, research on test anxiety shows that children in the high-anxiety range perform about 12 percentile points below individuals with low test anxiety. Common causes include a history of performing poorly on tests, a fear of failure, and a lack of preparation. High achievers and students with high aspirations sometimes experience anxiety. Researchers on test anxiety further explain that the cause of such worry is related to peer pressure, focusing on the outcome rather than the learning. In many circumstances, students with anxiety can be well prepared for an assessment yet do poorly. Even the emotional and mental states are harmed. The students' dread might sometimes become so overwhelming that they even engage in dramatic behavior. Throughout the course of the academic year, many teachers devise various strategies to help students in all grade levels

feel less worried about tests. Whether kids are completing less stressful state-level exams or taking formative or interim assessments for screening and progress tracking. Test anxiety affects people in schools other than just students. Teachers, administrators, and other members of the school staff can occasionally experience anxiety, particularly as pressure to raise student achievement rises. Unfortunately, students may catch this anxiety. Always exhibit a cool, collected tone when discussing or providing an assessment. By preserving your sense of humor and remembering to smile, you'll be able to create a more relaxed atmosphere. You've probably seen some of the studies on the benefits of exercise for lowering anxiety. To lighten the mood and divert pupils from any fear they may be experiencing, just encourage them to stand up and stretch before an evaluation. By letting kids know it's acceptable to experience some level of nervousness before an exam, you may also generate more positive energy. Students may experience less anxiety if they know they are not alone.

For a sound and valid learning assessment, teachers must see to it that the matching of the test construction and the lessons taken are reliable, valid, and appropriate learning assessment methods and tools are utilized to all course learning objectives. and creating or adapting learning assessment tools that are appropriate, fair, and easily understood by both faculty and students.

References:

T. Scott Bledsoe Psy.D. and Janice Baskin (2017) Strategies for Addressing Student Fear in the Classroom