

Reflection on Deriving Accurate, Fair, and Defensible Summary Grades

One concept that jumped out at me was the statement of assessment of learning and assessment for learning. We are trying to move toward assessment for learning but are boxed into a culture of assessment of learning. Example 9.4 on page 347 would be a fantastic way to achieve a balance of assessment of and for learning in high school. Using the mastery scale or proficiency scale in elementary allows assessments to take place to communicate what a student does well while also identifying next steps.

Another key take away for me is the value of retakes. A struggle I have been faced is if a student takes a summative, doesn't do as well as they would like and ask to retake it using a different set of information. Colleagues have mixed feelings about this, but I go back to, what is best for the student? To allow them to retake and to show a better understanding or deny them a retake because they might do better? We are here for learning and a summative is not the end of learning. This is something that I would like to take back with me next year to give those students who have a bad day or just need more time the option to retake a summative another time so they may show their best learning. This idea would allow for students to not only show their best work but also empower them to identify when they are having an off day and not be penalized for expressing their mental health with a lower grade.

The last and I would say the biggest take away is the recording of assessment information. I have never understood the need to keep a gradebook that students are not privy to. Again, we are here for student learning so how is the student expected to improve if they do not know where they are or what they can improve. Personally, every assessment and piece of feedback I give on a summative is given on Seesaw so all stakeholders, parents, students, and administrator can have access to what is going well, what can they improve and most

importantly, how they can improve? Formatives are submitted but may not get specific feedback but gets a check to show I have looked at it and see they are on track. Formatives that do not get a check, receive further instruction for all parties to see. Figure 9.6 of what to track, what to report and how to report it gave me a lot to think about in my own classroom. Is my current practice setting up students for success? Am I tracking and reporting information to best serve next steps? I believe I can do better by focusing on learning examples over time and not just key articles at different check points.

Resources

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Module 6: Assignment 1

ED887 Developing Authentic Assessments
Dr. Kirsten Limpert

Chappuis, Jan. Classroom Assessment for Student Learning (p. 322). Pearson Education. Kindle Edition.