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Professor Purvin

Education Field Experience EDUC 230-02

Spring 2012

Rationale Statement

**Statement of Standard Number Five: Assessment:** “Teachers shall understand and use multiple strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.” (NJPTSB, 2004, pg 13)

**Name of Artifact:** Assessments for Lesson Plan 2

**Date of Artifact:** Spring 2012

**Course:** Education Field Experience EDUC 230-02

**Rationale Statement:**

The final measure of a lesson is the assessments, whether formative or summative. Thus standard five, Assessments, is an important part of the teaching process. Without being able to measure, whether with grades or mastery, a teacher would not know if the students are learning. And without a good education system everyone suffers; whether from lack of job options or lack of educated individual such as doctors or scientists. Although many people may dislike testing children and the over emphasis some individuals place or grades, it does serve a purpose within our education system.

Modifying an assessment does not simply mean shortening it. That was the first thing I learned from this assignment. After I created my ‘general student’ quiz I began looking for ways to modify it based on what I had written in my lesson plan. But then I was stuck with the choice of which possible answers to cut from the multiple-choice and how to work the directions in simple, concise ways. Even after I finished the summative assessment I still had to look at my formative assessment (the questions asked as the students left the room). I realized that modifications are entrenched in every aspect of a lesson, but they do not have to be obvious. Just knowing the strengths and weaknesses of each student can ensure you know how to treat and help each one. That is probably the biggest fact I will use from this lesson in the future. There is a point where you go from helping someone learn to doing their work for them. I do not want to be a teacher that just passes students to ‘get rid of them’. I want my students to learn to their full potential. And to do that I have to learn how to change not only my assessments but my teaching method to match the students’ needs.