

Mcmillan's five key aspects of proficient assessment



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There are many ideas that revolve around what is quality assessment. What can be done to make sure that we are 'building proficiency in basic skills, closing achievement gaps, and fostering the top notch knowledge and skills that students will need in a competitive global society' (Scherer, 2009, p. 5). The following paper identifies five key aspects of what represents quality assessment. The method of assessment can influence a student's motivation and achievement. A student's performance can be improved through their involvement in the assessment process and enable them to take responsibility for their own learning.

McMillan states that by allowing a student to be involved in the grading criteria and apply those criteria to their work a teacher may increase the student's motivation to learn and succeed. (McMillan 2000) Every student has an individual learning style, McMillan states that using multiple methods of assessment a teacher can shape the way students understands, processes, and uses information. By doing this a complete picture of what students understand can be compiled. Using multiple methods can assist to address each student's strengths and weaknesses. (McMillan 2000)

Just as assessment impacts student learning and motivation, it also influences the nature of what is being taught. (McMillan, 2000) McMillan states that when assessment is incorporated with instruction it informs teachers what activities and assignments would be most useful, and what level of teaching is appropriate, where her students are, when to ask more questions, when to give more examples and what responses to student questions is most appropriate (McMillan 2000). Fair and ethical assessment ensures that all students are given a level playing field, which they are given

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the opportunity to demonstrate what they know. The Standards presents four views of fairness: as absence of bias (e. g. , offensiveness and unfair penalization), as equitable treatment, as equality in outcomes, and as opportunity to learn. ' (McMillan 2000) Teachers have limited time, they need to be able to achieve a balance between providing to provide a full understanding of study material and score results. Therefore the efficiency of assessments needs to be considered. There are many facets that exist within the process of assessment that can influence a student's enthusiasm and achievement.

Teachers need to recognise the ability of students to take control of their own achievement and accept responsibility for their own learning. Clay, M. (2002) An observationsurvey of early literacy achievement. New Zealand. Heinemann Education. Code of fair testing practices in education (1988). Washington, DC: Joint Committee on Testing Practices (American Psychological Association). Retrieved from <http://ericae.net/code.htm> McMillan, J. H. (2001). Essential assessment concepts for teachers and administrators.

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