

Teacher's career: a research paper on theory and practice essay

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Teacher's Career: A Research Paper on Theory and Practice Assessment of student learning is an important aspect of a teacher's career. It provides qualitative and quantitative data that reflects just how much the students are learning from their academics and school activities. It also enables the teachers to come up with new ideas and innovative techniques that will meet the new generation's learning styles. Moreover, student assessment is also a good way for teachers to measure the effectiveness of their teaching methods and to determine appropriate measures to further improve the quality of education they provide to their students. " Whenever we want to teach something, we should be clear on what we want to teach; and whenever we want to assess our teaching, we have to be clear on exactly what we expect to be able to assess" (Pimple, 2001, p. 3).

Current curriculum assessment practices for high school students that are commonly being implemented include written post quizzes and oral classroom recitations. Projects such as reflective journals and essays are also being assigned to students in order to assess their abilities to apply what they have learned. Researches had seen the relevance and significance of curriculum assessment of student learning in schools and classroom setting. Current studies suggest the importance of innovating methods in order to assess the students accurately based on their performance in their academics and in other relevant extra curricular activities. " Assessment is not a thing that is done to students but a process that can lead to improved learning" (Butler, 2006, p. 2). Books and recent references that deal with student learning assessment still consider the basic methods of using pen

and paper as highly useful in the process. “ One method of assessment involves using paper-and-pencil tests.

Typically these tests are primarily composed with multiple choice format questions. When there are several tests that make up the assessment, the term test battery is appropriate to describe the measurement” (Wright, 2008, p. 6). This proves the point that written tests, examinations and quizzes remain to be accurate tools in order to assess learning in schools and classroom even at present. Students are tested in order to determine how much progress they are making and how effective the teaching methods are. Authentic Assessment is also described by Butler as a type of assessment that may be perceived as relevant and realistic to the needs and interests of the students as long as these assessments are performance-driven, challenging and meaningful and they integrate knowledge among students (p, 6). Examples are when students take part in politically-oriented debates, conduct school organizations, clubs, student government and research meetings, write for the school paper and initiate scientific researches and experiments; they are actually “ engaging in tasks that are authentic” (Butler, 2006, p.

6). Some of the current assessment practices that are being mentioned in recent publications and references are likewise being reflected in our district, school and classroom set up. Students are given written tests, oral recitations and are asked to participate in various activities in order to further enhance their talents and abilities. However, students in our district, despite being smart and talented, need to be motivated and encouraged.

Technological advancements such as the internet, high tech multimedia gadgets and computer games tend to take a lot of their time and attention. Thus, they are left with little time and effort to participate in school extra-curricular activities. For instance, research groups and student organizations need to be “repackaged” and introduced in an interesting manner in order to make them more appealing for the students. Incorporating topics that involve their fields of interest can be helpful. Such topics include social networking, network games, other popular concepts found in the internet and current social issues that concern their age group. In order to improve and strengthen students' assessment in our district, school and classroom, I recommend basic written exams, oral recitations and student participation in classroom discussions. I also suggest that one student will be assigned every day after every class to summarize or do a recap of what had been discussed.

This should be done in a random fashion. Such classroom practices would encourage the students to become more attentive and to participate in class. In addition to that, I also recommend periodic practical examinations wherein each student will think of a creative way of presenting an assigned topic. This can be done individually or as a group. New methods of student testing, surveys, new concept for school activities and programs that require parent participation from time to time can likewise be developed.

“Assessing student learning is not easy, but is an essential aspect of responsible teaching. There are tools available and imaginative teachers can devise more tools of their own” (Pimple, 2001. p. 7).

References Butler S. & McMunn N. (2006). A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning. California: Jossey-Bass, A Wiley Imprint. Pimple, K.

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Wright, R. (2008). Educational Assessment: Tests and Measurements in the Age of Accountability. California: Sage Publications, Inc.