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Article Review

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Article Summary

The essence of comprehending how necessary assessment ideologies and concepts could be applied to inspire scholars' knowledge and instructor efficiency in a lecture hall is underlined. Learners' effectiveness and learners' motivation can be accomplished if instructors and supervisors are well prepared with technical and conceptual evaluation ideas, strategies, and techniques for schoolroom evaluation and further employ them in instructions. Furthermore, various assessment ideologies could assist in motivating students during their learning process and encourage instructor's effectiveness. The initial principle is that assessment is fundamentally a procedure of expert judgment. Decision is the basis for evaluation; thus, as a requirement, all characteristics of assessment should be adequately understood. Normally, evaluation is centered on isolated but associated values of measurement evaluation and evidence. Hence, it is essential to comprehend the dissimilarities between measurement proof, distinguishing intervals of an attribute by allocating score or description, and evaluation.

Similarly, the third principle is that decision-making during an assessment is influenced by a succession of tensions stressing that competing determinations result in tension for administrations and instructors when deciding on assessment-related judgments. Assessment influences learners' enthusiasm and learning. On the contrary, evaluation, correspondingly, contains an error; hence, administrators and teachers must identify errors in classrooms and standardized evaluations and how dependability is determined (McMillan, 2000). Another principle is that good evaluation is valid and enhances instruction since rationality is an impression that should be entirely understood. Lastly, good assessments are ethical, fair, and

efficient, incorporate technology appropriately, feasible, and employ multiple techniques that lead to valid interpretations with the slightest error.

Article Analysis

I believe that students' assessment is inevitable because of the educational system's nature. This system is meant to separate students to fit into different professions according to the demands and learner's capabilities. Therefore, I agree with James that evaluation is inherently a procedure of professional judgment. Furthermore, I could not agree more with him that evaluation influences learning and motivates students. Usually, positive results prompt teachers and administrators to carry on with their excellent work because they feel motivated whenever students post good grades, which can only be determined through good assessment. I also concur with James that students are motivated whenever assessment registers commendable results because numerous opportunities are associated. Moreover, every student should be accorded equal opportunities and fair assessment; thus, I hold a similar opinion with his principle that a good evaluation should be ethical and fair. As such, biasness should not be tolerated through offensive and imbalanced penalization.

Personal Reflection

I do believe that students are abled differently and that assessing them on similar grounds is somehow unfair. Even though learners in a similar classroom might receive similar educational materials, their degrees of understating and articulating this information are far apart. Therefore, this calls for reasonable, efficient, and feasible assessment practices. Through the article's intervention, I have understood that it is essential to pay keen interest in students' needs individually. Since it is evident that noble assessment influences students' incentive and learning,

I would employ James' principle that suggests that a good assessment is both ethical and fair by conducting a rational evaluation to encourage learners to have healthy competition amongst themselves. Similarly, considering that a reasonable valuation is valid, I would scrutinize different undesired occurrences and situations that may occur in my profession carefully before settling for a conclusion since the validity of a decision depends on the conclusions drawn from an assessment.

Reference

McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research, and Evaluation*, 7(1), 8.

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