



Standard 5 Reflection on Assessment and Grading - Angela Jurgensen

The first evidence I have chosen to exemplify my knowledge and skills regarding assessment, grading and reporting was my assessment philosophy and grading policy. I have put these together into one single file, as they are naturally interconnected.

Through the experience of writing these down, I have learned a great deal about myself as a teacher. I found that I am very consistent in my willingness to put the student's well-being first and foremost. With me, they learn in a nurturing environment that avoids punishment.

During my practicum, I was able to implement these principles in a constructive way; rubrics were always available, and time was given so students could resubmit their work. In Jupiter Grades, I provided comments and feedback so students could go back to their projects and revisit their choices. I find that the assigned final grade truly assessed their final learning, and not their process.

This is an important piece of evidence as it shows how I have engineered my policies around my positive, nurturing, engaging beliefs. It also shows how my philosophy of assessment and grading policy work ultimately for the benefit of the student, and towards an open line of communication with parents. I give every student every possible opportunity to prove they understand a subject, and will work with the student until he or she does indeed understand.

*Does your school have a specific grading policy in place?
If so, do you find it to be supportive of learning?*