Assessment - Analytical vs Holistic

Assessing the technology related learning process is vital to the successful education of students. Determining an opinion on whether to use analytical assessment or holistic assessment is a difficult request. Technology could be assessed analytically or holistically effectively.

Each of the assessments has weaknesses and strengths. Depending on what is being assessed, the choice can change. Teachers may want to combine some analytical and some holistic descriptors, depending on the lesson focus and targeted experience to be mastered (Raising, 2003). The ultimate goal is the same in each assessment, to collect evidence on student learning, understanding, and progress. Finding the time to accomplish continuing assessment is a major challenge to teachers (Rubrics, 2003).

The analytical assessment could be more reliable at times, especially during the learning process. As instruction assessment can show where there have been breaks in the learning cycle. This type of assessment could very well analyze the learning process in many ways. This assessment if developed well could provide data about the process of learning in such a way that re-teaching could take happen almost immediately. This assessment would also provide feedback to the students if done throughout the project or unit.

Holistic scoring assessments are often more efficient. The holistic assessments may be easier to create. They are more subjective. Considering the time constraint teachers have to work with, most may use this approach. I believe that holistic assessment could be used in a broad way or a precise way. This could give students generalized guidelines to whatever is being assessed. It could also give students specific guidelines as they get more immersed in technology. The
criteria could be set to aim the students in a certain direction to attain the specific learning goals that have been established.

Technology teachers should look beyond the immediate benefits of teaching technical skills and knowledge and focus on the concept of technological literacy as a process. Learning how to assess and evaluate the impact of technology on society represents a significant issue in the definition of technological literacy (Deal, 2002).

Assessments need not happen only at the end of a project or unit to test what was learned. Students getting feedback and coaching from the very first stages of planning could make a great difference on learning (Rubrics, 2003). The goal is to build student skills over time in all traits, not to build them all at once (Raising, 2003).

To form an opinion without using rubrics is difficult. I can see potential in both. Technology can be assessed analytically. There are specifics that are not subjective. There is also a very subjective side to technology. If a student was asked to create a web site, certain steps would have to be taken. The design may be very different from one student to the next. Being a logical thinker, the analytical assessment is more of the way I would prefer. I don’t believe that I would start with this though. After researching, I have come to the conclusion that the assessments could both be used. The holistic assessment may be subjective, yet I would start using it prior to the analytical assessment. I believe it would help me to create better and more detailed analytical assessments at a later time. For now, holistic assessment in my opinion is the overall best assessment to use.
Resources


*Raising the Bar for Student Performance and Assessment*, v30, no 8 (2003).


http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/rubric_bank.html