**Journal Critique: Assessments**

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**Author Note**

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I have no known conflict of interest to disclose.

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 **Journal Critique Assessment**

 The use of assessments in education and beyond plays an integral role in determining readiness in the real world. Students take multiple reviews, tests, and projects in their lifetime to put that knowledge to practice. Wright and Monsour (2020) discuss how assessments in the postmodern era of education have become a problem with multiple stakeholders involved in the process. They continue with how teachers, especially new teachers, should be the agents of change when it applies to sustainable assessments. We will review the article and seek to apply the concept biblically in and out of the classroom.

**Summary**

 In the article, *Sustainability Education Assessments in Teacher Education: Addressing “Wicked Problems” in a Postmodern World,* Wright and Monsour (2020) explore the postmodern approach about several forms of assessments and how they improve critical holistic curriculum mastery. The comprehensive study identified several problems of emphasizing performance on assessments over learning. Wright and Monsour (2020) describe some of these issues as “antithetical” when placing performance in assessments. This pressure to perform well on tests can have produced learners who learn alongside others when the overall objective is to ensure learners can learn independently. With this in mind, Wright and Monsour (2020) concluded that assessments need to be improved within the pedagogy and utilizing a broad range of assessments to determine student mastery.

**Analysis**

 The Wright and Monsour (2020) article covered points of determining the sustainability of assessments and their importance. The way the article is written can be intended for the general audience of instructors and administrators to identify the difficulties of sustaining the emphasis of assessment. Orlich et al. (2017) discuss the use of formative and summative assessments to gather information on student progress and the overview of prior knowledge (p. 183). The Wright and Monsour article does not dispute that assessments are needed. However, assessing the knowledge over providing the content can be more harmful than good.

**Personal Reflection**

 The use of various assessments ranging from quizzes, practicums, and projects is a great way to determine mastery of knowledge and content. When we apply the concept of assessments biblically, we study God’s word, we are called and instructed to complete His tasks, and He will test us and our faith. When I hear the question, “what would Jesus do in this situation?” I often have to seek the answer in His word. His assessments are an open book, and as a student, we strive to find the answer.

**Conclusion**

The utilization of assessments has been ingrained in the education system as well as the workforce. Using them to determine content mastery in a postmodern era needs to be adapted and updated with the evolution of content delivery as methods and previously proven pedagogies can become obsolete. While I agree that the overuse of assessments can do more harm than good, assessments are still needed. When God calls on a pop quiz and tests you on your faith as a Follower, it is expected to be ready for it.

# References

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