

# **UNIT 5: The Instructional Plan and Assessment Protocol**



## **Unit Objectives**

At the end of the unit, the students must have:

1. Identified and explained the instructional cycle practiced in the field as reflected in the daily lesson plan.
2. Written lesson plans using specified competencies, strategies, reflections and communication skills.
3. Revised lesson plans based on the feedback given by resource teachers.
4. Cited some problems encountered in writing lesson plans.
5. Demonstrated the ability to teach a subject using appropriate teaching competencies and multiple teaching strategies.
6. Executed ways in embedding formative and summative assessment in the written plan and lesson demonstration.
7. Evaluated traditional and authentic assessment task in the light of the principles of test construction.
8. Identified problems in the conduct of assessment that can be addressed by AR

**9. Used reflections and insights gained to improve practice in the teaching learning process and student engagement.**



## **Topics**

**1. The Instructional Cycle/ Events**

**2. Preparing My Learning Plans**

- CG
- DLP
- TG
- LM

**3. Problems Encountered in Lesson Planning**

**4. Delivery of my lessons**

**5. Assessing For, As and Of Learning**

**6. Using Traditional and Authentic Types of Assessments in Formative and Summative Purposes**



**Instructional Cycle/Events was discussed in FS1. Please go back and read again.**

### **Preparing My Learning Plans**

**Lesson Plan/Learning Plan** – A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for each 3-hour lesson allows you to enter the classroom with more confidence and maximizes your chance of having a meaningful learning experience with your students. A lesson plan provides you with a general outline of your teaching goals, learning objectives, and means to accomplish them, and is by no means exhaustive. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

There are 3 types of lesson plan you can use, and the one you choose depends on

how prepared you like to be and what specific criteria you are looking for your lesson to follow.

- ✓ **Detailed lesson plan.** A detailed plan covers everything and gets teachers fully prepared for the lesson ahead. It covers what to teach and all the activities students will complete that lesson.
- ✓ **Semi detailed lesson plan.** Semi-detailed plans are less intricate than detailed, but they still focus on what you want to cover for that subject on that day. They act as a general game plan for what will go on in the lesson.
- ✓ **Brief lesson plan.** This shows an outline of what the teacher will be doing for the lesson.

The DepEd has provided templates for DLP (detailed lesson plan) and Daily Lesson Log (DLL). This was done to institutionalize instructional planning which is vital to teaching-learning process.

**Curriculum Guide.** A curriculum guide may be general or specific and can be a way of determining what to teach, how to teach it, and in what ways to teach material to diverse groups of students. This outlines which learning goals are most essential for student learning; it is the government's guaranteed and viable curriculum. The expectation is that every student regardless of school or classroom, will know and understand these learning goals. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning goals, and extend your students' learning beyond them.

**Detailed Lesson Plan.** Detailed Lesson Plan (DLP) is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

**Teacher's Guide.** One of the essential tools for teachers in teaching. The purpose of this TG is to help teachers in preparing a unit of work that integrated the basic skills of learners. TG also helps teachers to think about the essential goals of the curriculum, as well as the opportunities that children need to achieve. It also allows teachers to expand their range of teaching techniques.

**Learning Material.** One of the important K-12 resources is the Learners Material (LMs). Learners Material (LM's) covers the relevant activities in the achievement of the K-12 curriculum competencies. It is usually aligned with the Teachers Guide (TG's) and Curriculum Guide (CG's). An excellent Learners Material (LM's) is contextualized by curriculum planners and educators of the Department of Education. Currently, Learners Material (LM's) were all printed and distributed to our schools throughout the country. Currently, Learners Material (LM's) were all printed and distributed to our schools throughout the country. K-12 Teachers Guide (TG) and Learners Material (LM) are K-12 resources used in preparing Daily Lesson Logs (DLL's). Without these references: Teachers' Guide (TG), Learners Materials (LM's) and Curriculum Guides (CG's) teachers are not allowed to use DLL's in the Classroom. The K-12 standards will help our fellow teachers in determining our learning goals. A well understood Learners Material (LM's) will help our fellow K-12 Teachers in accomplishing learning objectives while keeping our students excited about the curriculum.

Teachers must keep in mind that in stating the learning outcomes, three domains must be considered (Cognitive, Affective and Psychomotor). Outcomes must be stated in terms that are specific, measurable, attainable, realistic and time-bound (SMART). The cognitive includes the Bloom's Taxonomy (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

## **Problems Encountered in Lesson Planning**

Here are some problems that are encountered in Lesson Planning.

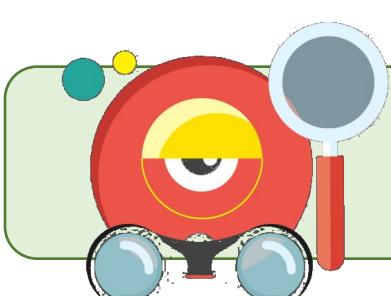
- ✓ My student and I spend a lot of time just talking each week. ...
- ✓ I never have enough time to finish the last part of my lesson. ...
- ✓ My lessons never go according to plan. ...
- ✓ I don't think students are maintaining the skills they learn from week to week. ...
- ✓ My student wants to learn so much!

Please visit the link for further understanding

<https://sites.google.com/site/literacyonline/teaching-materials/lesson-planning/common-lesson-planning-challenges>

Please read the **Learning Essentials** on the book of Lucas, et al, FS 2 on the following:

- Delivery of my lesson pp. 74-78
- Assessing For, As and Of Learning pp. 144-147
- Using Traditional and Authentic Types of Assessments in Formative and Summative Purposes pp.153-159



**Participate & Assist**

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What to do:

Request lesson plan exemplars /lesson plan templates from your RT. If not available, you can make use of the basic components of a lesson plan.

**Lesson Plan in Kindergarten**

**Grade Level**

<b>Learning Outcomes</b>
At the end of the lesson, the learners would be able to:  a. Identify the letter and sound of N. b. Show appreciation and concern for our country c. Explain appreciation of one's culture and traditions.
<b>Learning Content</b>
Context Focus: Ako ay Pilipino, dahil Pilipino ang aking Magulang
<b>Learning Resources</b>
References: Kinder_LE_Q3_Week3_ver. 2 Materials: Printed Pictures, Bondpaper, Card Board paper, Big Flipchart book
<b>Learning Procedures</b>
Prayer  “Angel of God”  Angel of God, my guardian dear, To whom God’s love commits me here, Ever

this day, be at my side, To light and guard, Rule and guide, Amen.

### Nursery Rhymes

#### AKO, IKAW, KITA TANAN ISA KA KOMUNIDAD

Ako, ako, ako isa ka komunidad

Ako, ako, ako isa ka komunidad

Ako, ako, ako isa ka komunidad

Ako isa ka komunidad

, lalala Mag saot-saot kag mag kiay-kiay

Mag saot-saot pareho sang baybay

Mag saot-saot kag mag kiay-kiay

Mag saot-saot pareho sang baybay

ikaw, ikaw isa ka komunidad Ikaw,

ikaw,ikaw isa ka komunidad Ikaw,

ikaw, ikaw isa ka komunidad Ikaw isa ka komunidad

**lalala Mag saot-saot kag mag kiay-kiay**

**Mag saot-saot pareho sang baybay**

**Mag saot-saot kag mag kiay-kiay**

**Mag saot-saot pareho sang baybay Ako,**

**ikaw, kita tanan isa ka komunidad Ako,**

**ikaw, kita tanan isa ka komunidad Ako,**

**ikaw, kita tanan isa ka komunidad Ako, ikaw, kita tanan isa ka komunidad**

**lalala Mag saot-saot kag mag kiay-kiay**

**Mag saot-saot pareho sang baybay**

**Mag saot-saot kag mag kiay-kiay**

**Mag saot-saot pareho sang baybay**

**Review**

**New Lesson**

**MOTIVATION:**

**Guess me a Picture using DICE!**

May Ari kita subong dice nga gina tawag. Ang dice nga ini may lain lain nga picture, Inyo ini ihaboy kag ipalibot. Pagkatapos, ano Makita nyo nga picture sa ibabaw gusto namon inyo ini pakton.. Handa na bala kamo?

(Mga picture nga Makita sa dice)



Ano ini?

Ini ang aton Philippine Flag



Ano Ini?

Correct! Amo ini ang Carabao amo ni ang atun nga Pambansang Hayop



Ari ya? Ano ini?

Very Good! Amo ini ang Bahay Kubo



Ari ya ano ini?

Amo ini ang gina tawag nga kalesa, amo ini ang atun pambansang sasakyang



Pamatyagan ninyo ano ini?

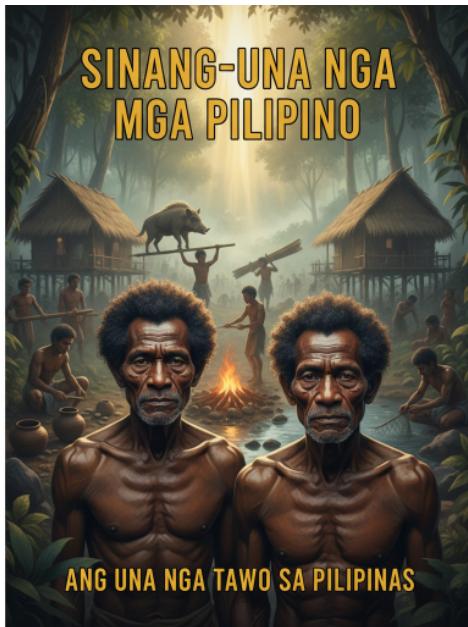
Ini ang Philippine Eagle o Agila ini ang atun pambansang ibon



Ano ini?

Amo ini ang Mangga, Amo ni ang atun pambansang prutas

PRESENTATION:



sang una nga panahon antes pa kita ginbata, may mga tawo na diri sa Pilipinas.

Sila ang aton mga Ninuno — ang unang Pilipino!



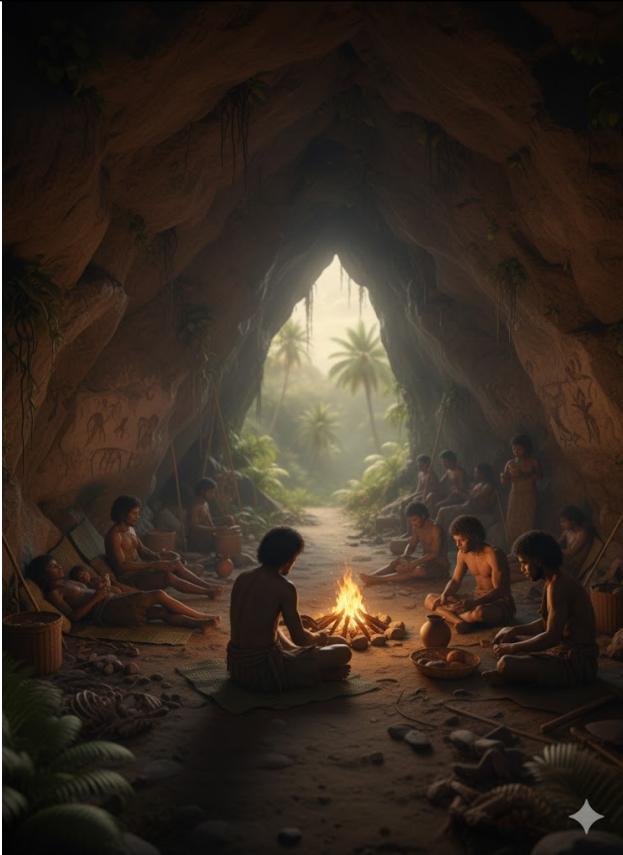
**Ang una nga mga tawo naglakat halin sa iban nga duta pakadto diri.**

**Ang iban nagsakay sa bangka para makalampwas sa dagat.**



Sila nagatiner sa mga kweba (cave).

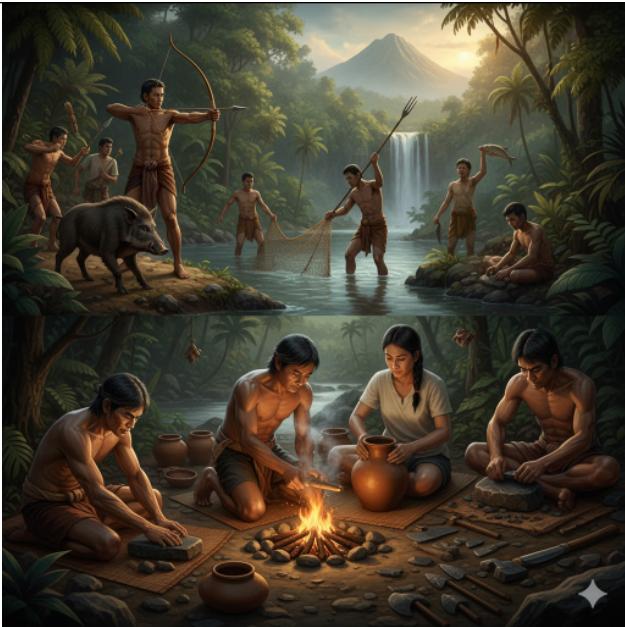
Didto sila nagatulog, nagakaon, kag nagapahuway.



Nagahimo sila sang kalayo gamit ang bato kag kahoy.

Nagapangaso sila sang hayop kag nagapangisda.

Ginahimo nila ang palayok kag mga gamit halin sa bato.



Ang aton mga Ninuno mapisan, maalam, kag malig-on.

Wala sila kuryente, pero maalam sila mag-obra kag mangabuhi.



Tungod sa ila, may mga Pilipino na subong.

Ang aton mga Ninuno amo ang una nga tawo sa Pilipinas!



## DISCUSSION:

Ano ang tawag sa mga sinang-una nga tawo sa Pilipinas?

ang tawag sa sinang-una nga tawo sa Pilipinas ay Ninuno.

Paano Sila nag-abot?

Gina lakan nila halin sa iban nga duta pakadto diri.

Diin sila gapuyo?

Gapuyo sila sa kweba

Ano ila ginhimo?

Gapangaso, Gapangisda kag gahimo palayok halin sa bato.

Very Good! Sa subong may tun- an naman kita nga bag-o nga Letra.

Sa subong ma kanta kita..

This is Letter N, This is Letter N

My sound is Nn

My sound is Nn

This is Letter Big N, This is Letter small n

Our sound is Nn

Our sound is Nn

Ang tunog sang N ay nnn

Ang letra nga N may ara Dako kag gamay nga n

Diin ang dako nga N? diin ang gamay?

Amo ini pano kita mag sulat sang letra nga N. (demonstrate)

#### APPLICATION:

Sorting Letter Big N and Letter small n – using IM's.

#### VALUES INTEGRATION:

Subong na tun- an ta nga ang aton Ninuno mapisan, maalam, kag malig-on.

Wala sila kuryente, pero maalam sila mag-obra kag mangabuhi.

#### EVALUATION:

DepEd has issued DO 42s, 2016, Policies Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Please take a look on the templates for the Detailed Lesson Plan (DLP) and Daily Lesson Log (DLL)

### **Instructional Planning**

(The process of systematically planning, developing, evaluating and managing the instructional process by using principles of teaching and learning - D.O. 42, s. 2016)

#### **Detailed Lesson Plan (DLP) Format**

<b>School</b>		<b>Grade Level</b>	
<b>Teacher</b>		<b>Learning Area</b>	
<b>Time &amp; Dates</b>		<b>Quarter</b>	

<b>I. OBJECTIVES</b>	
A. Content Standards	
B. Performance Standards	
C. Learning Competencies / Objectives. <i>Write the LC code for each</i>	
<b>II. CONTENT</b>	
<b>III. LEARNING RESOURCES</b>	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	
<b>V. PROCEDURES</b>	
A. Reviewing previous lesson or presenting the new lesson	
B. Establishing a purpose for the lesson	
C. Presenting examples/ instances of the new lesson	
D. Discussing new concepts and practicing new skills #1	
E. Discussing new concepts and practicing new skills #2	
F. Developing mastery (Leads to Formative Assessment 3)	
G. Finding practical applications of concepts and skills in daily living	
H. Making generalizations and abstractions about the lesson	
I. Evaluating learning	

**DAILY LESSON LOG**

School	Grade Level				
Teacher	Learning Area				
Teaching Dates	Quarter				
Teaching Time	Section				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>					
A. Content Standards					
B. Performance Standards					
C. Learning Competencies/ objectives Write the LC code for each					
<b>D. CONTENT</b>					
<b>E. LEARNING RESOURCES</b>					
A. Reference					
1. Teacher's Guide Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
<b>F. PROCEDURES</b>					
A. Review previous lesson or presenting a new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/ instances of new lesson					
D. Discussing new concepts and practicing new skills #1					

E. Discussing new concepts and practicing new skills #2					
F. Developing a story (Leads to formative assessment)					
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning					
J. Additional activities for application or remediation					
<b>G. REMARKS</b>					
<b>H. REFLECTION</b>					
A. No. of learners who earned 70% on the formative assessment					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did this work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers.					

## **NOTICE:**

### **1. What would you consider in writing your lesson/learning plans?**

In writing my lesson or learning plans, I would consider the following core components as outlined in the module:

Learning Outcomes - I must ensure that my objectives are SMART (Specific, Measurable, Attainable, Result-oriented, and Time-bound) so they can serve as a clear guide to determine if the lesson was successful

Learning Content - I need to choose a specific topic or subject matter that is accurately aligned with the desired learning outcomes.

Learning Procedures - I must plan a step-by-step methodology that includes a motivation to grab attention, a lesson proper for the main instruction, and a generalization to summarize and synthesize learning.

Assessment - I must consider how to measure student learning through an assessment protocol that is directly aligned with the specific learning outcomes of the lesson.

### **2. What difficulties did you meet in writing your lesson/learning plans?**

In writing my lesson plans, I found it challenging to ensure that the Learning Outcomes were strictly SMART (Specific, Measurable, Attainable, Result-oriented, and Time-bound) while remaining developmentally appropriate for early childhood learners. Another difficulty was selecting Instructional Materials (IMs) and Learning Resources that were not only engaging but also directly facilitated the achievement of the specific topic being taught. Additionally, structuring the Learning Procedures to include a seamless transition from the Motivation to the Lesson Proper and finally to the Generalization required careful sequencing to keep young learners focused.

### **3. What feedback was/were given by your RT in your first draft/succeeding**

lesson/learning plan?

The feedback from my Resource Teacher (RT) focused on the alignment between the components; specifically, the RT noted that the Assessment Protocol must directly measure the specific learning outcomes identified at the start of the plan.  
My RT also suggested that the Learning Procedures should include more interactive elements during the Lesson Proper to ensure learners are active participants rather than passive listeners. Lastly, I was advised to refine my Learning Outcomes to ensure they are the terminal objectives that can truly determine if the lesson was successful at the end of the period.

4. What were the best features/areas for improvement of your lesson/learning plans?

The best feature of my plan was the inclusion of creative Instructional Materials (IMs) that served as effective tools to help learners understand the lesson content. Another strong area was the Motivation phase, which successfully used interesting activities to grab the learners' attention. An area for improvement is ensuring a tighter alignment between the Learning Content and the Assessment, verifying that every activity directly supports the mastery of the topic. I also need to work on the Generalization phase to better help learners synthesize what they have learned before the lesson concludes.

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What to do:

Complete the given matrix by using Gagne's Nine Events of Instructions. Consult your RT if your plans are ready for implementation or your assistance is needed in any part of the lesson.

Gaining Attention	Reception	Uses a Motivation "hook" such as a puppet, a surprising sound, or a song.	Learners respond to the stimulus, focus their eyes on the teacher, and listen to the "hook."
Informing Learners of Objectives	Expectancy	Explains the Learning Outcomes in simple terms to set the goal for the lesson.	Learners acknowledge the goal and prepare themselves for the specific task at hand.
Stimulating Recall of Prior Learning	Retrieval	Asks questions to review the previous lesson or related experiences.	Learners recall and share what they already know or remember from previous days.
Presenting the Stimulus	Selective Perception	Introduces the Learning Content using Instructional Materials (IMs) like big books or slides.	Learners observe the materials, listen to the new information, and identify key concepts.
Providing Learning Guidance	Semantic Encoding	Provides "scaffolding" or examples to help children understand the	Learners process the information by connecting it to familiar images or stories.

		<b>new topic.</b>	
Eliciting Performance	Responding	Facilitates the Lesson Proper activities where students must perform a task	Learners actively participate in hands-on tasks, such as sorting, drawing, or counting.
Providing Feedback	Reinforcement	Gives immediate, positive verbal feedback to reinforce correct actions.	Learners adjust their actions based on the teacher's guidance and feel encouraged.
Assessing Performance	Retrieval	Conducts the Assessment Protocol to check if objectives were met.	Learners demonstrate their mastery of the skill independently or through a small test.
Enhancing Retention and Transfer	Generalization	Leads the Generalization phase, connecting the lesson to real-life situations	Learners synthesize what they learned and think of how to use it outside the classroom.



1. Review the PPST, the Southeast Asia Teacher Competency Standards, what competencies does a great teacher possess?

Based on the Philippine Professional Standards for Teachers (PPST) and the Southeast Asia Teacher Competency Standards (SEA-TCS), a great teacher possesses competencies across several domains:

Content Knowledge and Pedagogy - Deep understanding of the subject matter and the ability to apply teaching strategies that promote critical thinking and literacy.

Learning Environment - The ability to create a safe, secure, and supportive space for diverse learners.

Instructional Planning - Competence in designing SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) learning outcomes and aligning them with appropriate resources and procedures

Assessment and Reporting - Proficiency in using both formative and summative assessments to monitor student progress and provide feedback

Professional Engagement - Commitment to continuous professional development and building relationships with parents and the community.

2. Are these competencies limited only to professional competencies?

No, these competencies are not limited only to professional skills. While professional competencies focus on the "how" and "what" of teaching, a great

teacher must also possess personal qualities. Professional standards like the PPST emphasize that a teacher's personality, ethics, and values are foundational to their role as a mentor and model for the learners..

3. For a teacher to be great, is it enough to possess the professional competencies to plan a lesson, execute a lesson plan, manage a class, assess learning, compute and report grades? Explain your answer.

No, it is not enough. While these technical skills are vital for an instructor's "roadmap," a "productive lesson" is one where both the instructor and students learn from each other through meaningful interaction. A great teacher must go beyond the mechanics of teaching to inspire, motivate, and empathize with their students. Without the human element—such as passion, patience, and the ability to connect—the teaching-learning process becomes a mechanical exchange of information rather than a transformative experience.

4. Which is more important--- personal qualities or professional qualities?

Both are equally important and interdependent.

Professional qualities ensure that the teacher is competent, organized, and capable of meeting the K-12 standards while Personal Qualities provide the soul of teaching, which makes the instruction effective and memorable. A teacher with only professional skills may be efficient but uninspiring, while a teacher with only personal qualities may be liked but fail to meet curriculum goals.

5. Who are teachers that we remember?

We remember the teachers who exhibited a balance of high professional standards and strong personal character. Usually, these are the teachers who:

Showed genuine care for our individual needs and differences.

Made us feel safe and confident in our learning environment.

Challenged us to exceed the essential learning goals of the curriculum.

Demonstrated passion for their subject matter, keeping us excited about learning.



1. Which personal traits do I possess? Not possess? Where do I need improvement?

As an ECE FS teacher, I possess patience and enthusiasm, which help me engage young learners. I may not yet possess the assertiveness needed for complex classroom management, and I need improvement in flexibility when a lesson does not go exactly as planned.

2. Which professional competencies am I strongly capable of demonstrating?

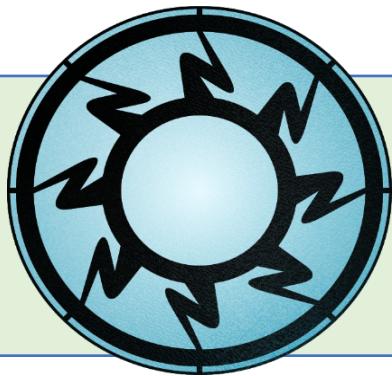
I am strongly capable of identifying learning outcomes that are SMART and selecting appropriate Learning Resources like instructional materials that keep my learners excited.

3. In which competencies do I need to develop more?

I need to develop more in Assessment and Reporting, specifically in embedding formative assessment seamlessly into my lesson delivery to check for understanding in real-time.

**4. Who are the teachers that we remember most?**

We remember the teachers who were not just instructors but mentors; they are the ones who could adapt their Detailed Lesson Plan to the emotional and intellectual needs of the children in the moment.



**WARP**  
**(Write Action Research Prompts)**

**1. Observe.** In assisting my Resource Teacher, I observed that personal traits such as flexibility and enthusiasm and professional competencies like the ability to seamlessly transition between learning procedures and the use of diverse instructional materials were least/ not displayed and as a result, students were/ class was becoming restless, losing focus during the lesson proper, and the class was experiencing frequent disruptions in the learning flow.

**2. Reflect.** The lack of these personal traits and professional competencies ( mentioned in #1) may be caused by a lack of familiarity with the developmental characteristics of early childhood learners, specifically their limited attention spans, and an over-reliance on teacher-centered talk rather than active, hands-on participation. Additionally, the pressure to cover the lesson content may have led to a rigid adherence to the plan, preventing the teacher from sensing when the children needed a change in pace or a sensory break.

**3. Plan.** I would like to address this problem (mentioned in #2) by conducting an action research on

The Integration of Gagne's Nine Events of Instruction—Specifically Gaining Attention and Eliciting Performance—to Enhance Classroom Engagement and

## Transition Flow in Kindergarten

### **4. Act.**

a) The main objective of my action research is To evaluate the effectiveness of integrating Gagne's Nine Events of Instruction—with a specific focus on creative Motivation and active Elicit Performance strategies—in reducing off-task behavior and improving the transition flow among kindergarten learners.

b) My specific research questions are: Does the use of sensory-based transitions significantly decrease the time it takes for learners to settle down between activities?

How does the use of tactile instructional materials compared to purely visual aids affect the participation rate of students during the Lesson Proper?

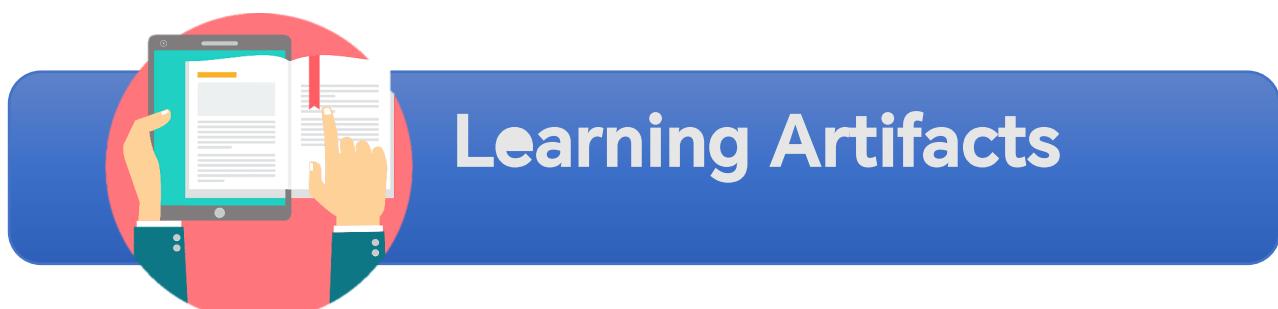
To what extent does a student-led Generalization activity improve the results of the final Assessment Protocol?

c) To answer my specific questions, I will use a tally sheet to record instances of student engagement and restlessness across two different lesson delivery styles.

Present my revised lesson plans for expert validation and seek feedback on the developmental appropriateness of my selected Learning Resources.

Compare the scores and performance checklists of the learners to see if the improved instructional procedures led to a higher mastery of the Learning Outcomes.

Keep a visual log of the Instructional Materials (IMs) and the students' reactions to them as qualitative evidence of engagement.



**These must be included in the portfolio:**

**References:**

<https://www.teachpinas.com/k-12-teachers-guide-tg-compilation/>

<https://k12fileshares.blogspot.com/p/learners-material.html>