UNIT 6 : Assessment Practices

Unit Objectives

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

1. demonstrated knowledge of the design, use, & importance of assessment--
    formative and summative; traditional & non-traditional;
2. determined the alignment of assessment tools and tasks with intended   learning outcomes;
3. distinguished the different types & parts of a portfolio;
4. elucidated the functions of the Table of Specifications;
5. stated the new features of the latest grading system in basic education; and
6. computed student's grade based on DepEd's grading system.

Topics

1. Formative & Summative Assessments

2. Traditional vs. Non-traditional Assessments

3. Type & Parts of a Portfolio

4. The Table of Specifications

5. The DepEd Grading System

Learning Essentials

Assessment is an essential part of the instructional cycle. The instructional cycle consist:

1. setting the intended outcomes

2. selecting a teaching methodology, strategy, and activity that are aligned to the learning outcomes and topic that is developmentally appropriate to the learners.

3. Assessment

In assessment, we speak of **assessment *for* learning, assessment *of* learning** and **assessment *as* learning.**

Formative & Summative Assessments

If we find our students failed to understand prerequisite knowledge and skills, we reteach until learners master them. This is called FORMATIVE assessment while learners are being **formed** or taught. It is in the midst if instruction. These are also referred a assessment *for* learning. Assessment *for* learning means we do assessment to ensure learning. We don't wait at the end of the lesson to see if our learner understood our lesson or not. If we do wait at the end of the lesson, we wasted so much time and energy teaching presuming that our learners that everything is clear, only to see that they haven't understood anything. In means we need to reteach the lesson from he very beginning. Assessment *for* learning encourages peer assessment.

Assessment *as* learning is when teacher have done everything, they can help learners attain the intended learning outcomes, teachers subject their students to assessment for grading purposes. This is referred ad assessment *as* learning which is also known as SUMMATIVE assessment.

Traditional vs. Non-traditional Assessments

Traditional assessment is a type in which the students choose their answer form a given list of choices. Examples multiple choice test, matching type, alternative responses, fill-in the blanks a and may others. The purpose is the evaluate students and rank them and assign final grade.

Non-traditional assessments is also known alternative assessment is any type of assessment in which students created response toa question. This also includes performance assessment and portfolio assessment. This is a direct, systematic observation of an actual student performance according to previous performance criteria. This also require HOTS (Higher Order Thinking Skills).

Portfolio assessment is a purposeful collection of students work designed to showcase a student's progress toward and achievement of learning objectives. This provides evidence of what student can actually do.

The traditional assessment can enhance learning when the questions on the test ate carefully crafted to express the learner's understanding and misunderstanding while the non-traditional assessment on the other and can enhance learning by requiring student to communicate the interconnection of clear concepts and procedures.

Type & Parts of a Portfolio

A portfolio is purposeful collection of selective significant of students work accompanied by clear criteria   for performance which prove student's effort, progress or achievement in a given area or course. This is a direct evidence of learning.

This is different form a *work folder*, which is simply a receptacle for all work, with no purpose of collection. This is intentional collection of work guided by learning objectives.

An effective portfolio system is characterized by clear pictured of the students skills to be addressed, students involvement in selecting what goes into the portfolio, use of criteria to define quality performance as a basis for

communication, and self-reflection through which students will share what they feel and think about their work, their learning and themselves.

TYPES OF PORTFOLIO

1. Development or Growth Portfolio

2. Best work or showcase or display portfolio

3. Assessment/evaluation portfolio.

What does a portfolio include?

1. Clear objective – objectives are clear which serve as bases for selection

2. Explicit guidelines for selections-what, when, where how are products/documented performance selected?

3. Comprehensible criteria – the criteria against which the portfolio is graded must be understood by the learners.

4. Selective significant places- the portfolio includes only the selected significant materials.

5. Student's reflection – this is where evidence that students reflected on their learning

6. Evidence of student participation in the selection of the content of the portfolio- there is proof that student took part in the selection of the content of the portfolio.

The Table of Specifications

Table of specification to Kibler (1998) is to ensure that the subject matter content and the course objectives are adequately sampled by the test items; We need to develop a table of specification that will provide a guide to the item construction which takes into account the relative importance of each component of the syllabus and each level of cognitive domain. This helps teachers ensure that instructional objectives, cognitive level of instruction and the amount of test should be stressed in each of the objective; teachers would not forget details; also, helps in preparing test items and selecting most appropriate teaching strategy.

The DepEd Grading System

With the implementation of the Enhanced Basic Education Program of 2013 or the K to 12 Curriculum, a new grading system in the Department of Education is crafted.

Please visit this link for details. https://www.deped.gov.ph/wp-content/uploads/2015/04/DO_s2015_08.pdf

Observe

#1 Activity: ASSESSMENT FOR LEARNING (Formative)

Resource Teacher: <u>Jean Ritzel Sulpico</u> Signature: _____ School: <u>WVSU-ILS</u>

Grade level: <u>1</u> Subject Area: <u>Math</u> Date: _____

Directions:

1. Observe what the teacher does or listen to what Teacher says to find out if students understood the lesson while teaching-learning is in progress.

What the Teacher Said	Tally	Score
"Do number 1"	IIIIIIIIIIIIIIIIIIII	20
"Do number 4"	IIIIIIIIIIIIIIIIII	18
"Grade 1-MATAPAT"	IIIIIIIIII	10
"Are you sure?"	IIIIIIIIIIIIII	14
"Understood grade 1?"	IIIIIIIIII	10

2. Did the teacher ask the class "Did you understand?" If she did, what was the class response?

<u>Yes, the teacher asked "Understood grade 1?". The class response was likely a chorus of "Yes!" as this is typical habit of learners when asked for direct confirmation of understanding.</u>

3. Did the students make the teacher feel or sense they did not understand the lesson or a part of the lesson? How?

<u>Yes, the teacher sensed hesitation, prompting the question "Are you sure?' . When the learners was told to answer an activity on the whiteboard and their adviser asked them "are you sure?"</u>

4. If they did, how did the teacher respond?

<u>The teacher responded probing their answer "Are you sure?" . This allows the teacher to see exactly where the breakdown in understanding occured.</u>

5. Were the students given the opportunity to ask questions for clarifications? How was this done?

<u>Yes. The teacher allowed clarification by checking I with the group through "Understood grade 1?" and then moving around the room while learners worked on the numbered tasks to provide individual guidance.</u>

6. If she found that her/his lesson were not clearly understood, what did the teacher do?

<u>When teacher finds out that her learners not clearly understood the lessons she reteach it until the learners understands it.</u>

7. If she engaged himself/herself in re-teaching, how did she do it? Did he/she

use the same teaching strategy? Describe.

The teacher used a more hands-on, task-oriented strategy by having learners complete specific items one at a time. This is a move from passive listening to active application, which is a different strategy designed to ensure everyone is "on the same page" before moving forward.

#2 Activity: ASSESSMENT AS LEARNING (Self-Assessment)

Resource Teacher: Jean Ritzel Suplico Signature: _____ School: WVSU-ILS

Grade level: 1 Subject Area: Math Date: _____

Directions: Observe a Class and find out practices that reflect assessment as learning. Record your observations.

Teacher	My Observation
1. Did teacher provide opportunities for the learners to monitor and reflect their own learning?	The teacher encouraged learners to check their own work to see if their answers made sense.
2. What are proofs that students were engaged in self-reflection, self-monitoring and self- adjustment?	Learners were seen erasing and correcting their own work after the teacher asked "are you sure?". This shoes self monitoring and adjustment.
3. Did the students record and support their own learning?	Learners used their books to track which

	items they got correct during the guided practice.
4. Did teachers create criteria with the students for tasks to be completed or skill to learned?	While simple for Grade 1 the teacher set clear expectations for the tasks such as how to format their answers.

#3 Activity: ASSESSMENT OF LEARNING (Summative)

Resource Teacher: <u>Jean Ritzel Sulpico</u> Signature: _____ School: <u>WVSU-ILS</u>

Grade level: <u>1</u> Subject Area: <u>Math</u> Date: _____

Directions: Observe a class and answer the matrix below

Learning Outcomes	Assessment Task (How did the teacher assess the learning outcomes/s?) Specify	Is the assessment tool/task aligned to the learning outcomes/s?	If not aligned, improve on it
Ex. To create something using horizontal and vertical lines	Use of paper and pencil	no	Creative Arts. Children may draw things with horizontal and

			vertical that they can see around.
The learner will be able to add two 1-digit numbers with sums up to 18 using appropriate strategies.	The teacher gives a timed mental math quiz with 10 addition problems.	Yes	The assessment is aligned. However, to deepen it, the teacher could include word problems to see if learners can apply addition to real-life situations.

#4 Activity: Observing Using Traditional Assessment Tools

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Directions:

1.Put a check (✔) on the test which teacher used. From your teacher's test item, give an example.

2. Observe a class and pay particular attention to assessment tool used by the RT.

3.With teacher's permission, secure a copy of the assessment tool.

Type of Traditional Assessment	Put a Check	Learning Outcome Assessed	Sample Item of RT	Comments (Is the assessment tool constructed in accordance with established guidelines?) Explain your answer
Selected Response type				
1. Alternate Response	/	Distinguish between equal and unequal parts.	True or False: This circle is divided into two equal halves.	Yes. It follows the guideline of using simple clear language and avoids double negative.
2. Matching Type	/	Associate number symbols with their number names.	Match the digit "5" in Column A to the word "Five" in column B.	Yes. The premises are homogenous and kept short for Grade 1.
3. Multiple choice	/	Identify the next shape in a repeating pattern.	Which shape comes next	Yes. The distractions are palusible and the stem provides a clear problem to solve.
4. others				
Constructed-				

Response type				
1. Completion	/	Identify the place value of a digit.	In the number 18,the digit 1 is in ___ place.	Yes. The blank is placed at the end of the sentence to ensure the learner understands the context first.
2. Short Answer Type	/	Solve basic addition within 20.	What is the sum of 9 + 4 ?	Yes. It is a direct question that requires a specific concise, answer.
3. Problem Solving	/	Apply addition to real-world scenarios.	Sam has 5 apples. He buys 3 more. How many does he have in total?	Yes. It use age appropriate vocabulary and provides all necessary information to solve the task.
4. Essay-restricted	/	Explain the process of regrouping in addition.	"Look at 9-5. Tell me why we put a '1' in the tens place when we add these number."	Yes. It is restricted because it limits the response to a specific math concept and a short explanation.
5. Essay-non-restricted	/	Reflect on the use of math in daily life.	"Draw a picture and write a	Yes. It allows for a wide range of responses and

			sentence abut how you used number at home over the weekend."	creative expression,following open ended assessment guidelines.
6. Others				

#5 Activity: Observing Using Non- Assessment Tools and Scoring Rubrics

Resource Teacher: <u>Jean Ritzel Sulpico</u> Signature: _____ School: <u>WVSU-ILS</u>

Grade level: <u>1</u> Subject Area: <u>Literacy</u> Date: _____

Directions:

1. Observe classes in at least 3 different subjects and pay attention to the assessment tool used by the RT.

2. With teacher's permission secure a copy of the assessment tool.

3. Study the assessment tool and then accomplish the Observation sheet.

4. Did your RT explain in the rubric to the students?

5. Which type of rubric did the RT use- analytic or holistic?

Authentic Assessment /Non- traditional /Alternative	Learning Outcome Assessed	Sample of Product/performance Assessed *Ex: Put a photo of the product/documented performance in my Teaching Artifacts. Include the rubrics in my teaching artifacts*	How a Product/performance was assessed? *Describe how the product/performance was assessed. Which was used analytic rubric or holistic rubric? Include the rubric in My Teaching Artifacts*	Comment S (Is the scoring rubric constructed according to standards?)
Product-	Identify and categorize words belonging to the same word families	The class is divided into 5 groups and they need to list as many as they can word family	The teacher graded based on how many -at, -an, and -ed family words they list.	Yes. The rubric follows standards by providing specific descripto

				rs for each point level.
Performance –	Demonstrate fluency and expression in oral reading.	Learners need to read the word family in the box	The teacher score it on how many word family can the learners read.	Yes. The teacher used a single overall scale for the fluency check.

#6 Activity: Scrutinizing the types and parts of portfolio

(What a Portfolio Includes?)

Resource Teacher: <u>Jean Ritzel Sulpico</u> Signature: _____ School: WVSU–ILS

Grade level: <u>1</u> Subject Area: <u>MAKABANSA</u> Date: _____

Directions:

1. Ask your RT for sample portfolio, if any. If there are, select one best portfolio from what you examined.

2. If none, research for one sample portfolio and include them in *My Learning Artifacts.*

3. Based on the sample portfolio given by your RT/researched by you, accomplish observation sheet below by putting a check on the right column.

What a Portfolio Includes?

Elements of Portfolio	Present?	Missing?
1. Clear objectives– the objectives of the lesson/unit/course are clear which serve as a bases for selection.	/	
2. Explicit guideline for selection– What, when, where, how are products/documented performances selected?	/	
3.comprehensible criteria– the criteria against which the portfolio is graded must be understood by the learners.	/	
4. Selective Significant pieces – The portfolio includes only the selected significant pieces	/	
5. Student's reflection – There is evidence that students reflected on their learning	/	
6. Evidence of student participation in selection of the content of the portfolio–There is proof that students took part in the selection of the content of the portfolio.	/	

#7 Activity: Analysing a Table of Specification

Resource Teacher: <u>Jean Ritzel Sulpico</u> Signature: _____ School: <u>WVSU–ILS</u>

Grade level: <u>1</u> Subject Area: _____ Date: _____

1. Directions: Observe a class. List down the questions asks by the RT.

2. Check what level is the question she is throwing to the class. Accomplish the

matrix below.

Learning Outcomes /Questions	Cognitive Level						Total
	Rem	Un	Ap	An	Ev	Cr	
1 "What is the name of this shape?"	/						1
2 "Why is this circle different from square?"				/			1
3 "Can you find a rectangle inside our classroom?"			/				1
4 "Which of these groups has more objects?"		/					1
5 "How would you design a house using only triangles?"						/	1
TOTAL	1	1	1	1	0	1	5

#8 Activity: Computing Student's Grades based on DepEd Grading System

Resource Teacher: <u>Lili Beth Tantiado</u> Signature: _____ School: <u>GES</u>

Grade level: <u>KINDERGARTEN</u> Subject Area: _____ Date: _____

Directions:

A.   1. Secure a sample of student's unused Report Card from your RT. Study a sample of unused card and observe its content.

2. Ask permission from your RT for a interview with her regarding the new grading system.

a. What are the new features of the latest grading system? What things are you required to do this new grading system which you were not asked before?

<u>The grading system transitioned to Standards-Based and Competency-Based assessment. It utilizes a weighted component system consisting of Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). There is a focus on Formative Assessment to track progress before the Summative Assessment. Grades are reported as Transmuted Grades based on a specialized DepEd table rather than raw percentages.</u>

b. Which do you prefer—the old or new grading system? Why?

<u>Most teachers prefer the new grading system because it provides a</u>

more holistic view of the learner. It gives significant weight to Performance Tasks, which allows students who may struggle with written tests to demonstrate their skills through hands-on activities.

B. Review of DepEd Order #8, s, 2015

1. Answer the following questions based on the DepEd Order 8, s 2015

a. What are the bases for grading?

Grading is based on three components; Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). Computing Grades (Grades 1-12): Grades are computed by finding the Weighted Score for each component.

Example (Math Grade 1-10): WW is 30%, PT is 50%, and QA is 20%. The raw scores are converted to a percentage, multiplied by the weight, and then transmuted using the DepEd Transmutation Table.

b. How do you compute grade per quarter for Grades 1 to 10 and Grades 11 to 12. Give example.

Formula: (Q1+Q2+Q3+Q4)/4 = Final Grade

c. How do you compute grades at the end of the school year?

The Final Grade is computed by getting the average of the four Quarterly Grades

The formula is:

Q1+Q2+Q3+Q4=   Final Grade

4

d. What descriptors and grading scale are used in reporting progressed of learners?

Outstanding: 90-100

Verbal Satisfactory: 85-89

Satisfactory: 80-84

Fairly Satisfactory: 75-79

Did not meet the expectation: Below 75

e. What are the bases for learner's promotion and retention at the end of the school year?

A learner must achieve a Final Grade of at least 75 in all learning areas to be promoted If a learner fails in three or more learning areas,they are retained in the same grade level. Learning failing in 1 or 2 areas must be pass remedial classes to be promoted.

f. What is the report on learner's observed values?

This is reported through the Core Values checklist It uses non-medical ratings AO, SO, RO, and NO.

C. Grade Computation

Show a sample computation of a grade:

- ✓ In a subject of your choice from K to 3

- ✓ Show percentage contributions of written work, performance tasks, and quarterly assessment. Then give the descriptor. Refer to DepEd

8s, 2015.

#9 Activity: Reporting Student's Performance

Resource Teacher: Lili Beth Tantiado Signature: _____ School: WVSU-ILS

Grade level: 1 Subject Area: _____ Date: _____

Directions:

A. Interview a Resource Teacher

    1. How do you give feedback to your students regarding their performance? When do you give feedback?

She uses a combination of formative and summative feedback. For daily tasks, she provides verbal "just-in-time" feedback or short written comments on their papers that highlight what they did well and one specific area for improvement.

    2. How do you report students' performance to parents? Does the school have a regular way of reporting grades to parents?

Their school uses a multi-channel reporting system. Formally, we distribute Report Cards every quarter via an online portal or physical distribution. They also hold Parent-Teacher Conferences (PTC) to discuss the qualitative aspects of a child's growth. Informally, they use communication apps or phone calls to update parents on urgent concerns or notable improvements between grading periods.

    3. What problem on grade reporting did you encounter with parents? How did you address it/them?

A common issue is a mismatch in expectations, where a parent is surprised by a low grade. This usually happens if there hasn't been enough communication throughout the term. She addressed this by implementing a "No Surprises" policy—contacting parents as soon as a learner fails a major formative assessment. They also provide a clear Rubric for every project so parents can see exactly how the grade was calculated based on objective criteria rather than subjective opinion.

B. Interview with parents (if possible)
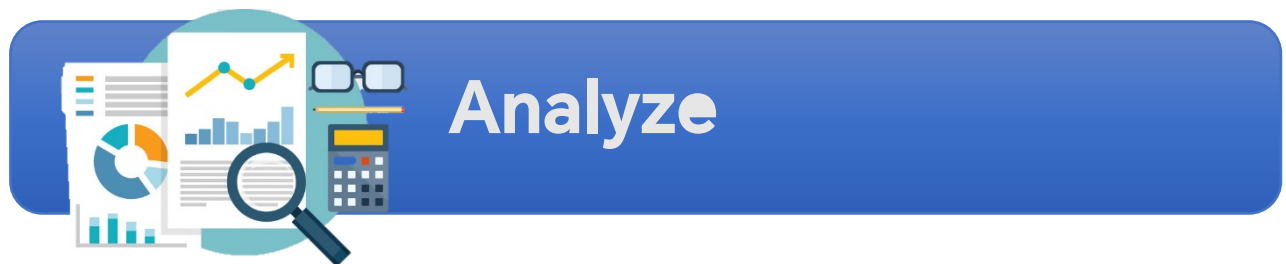
        1. Does your child Report Card give you a clear picture of how your child is performing?

        2. If you were asked what else should be found in the Report Card, which one? Why?

_____

_____

_____

        3. Do you find Card Distribution Day Important? Why or Why not?

_____

_____

_____

        4. Any suggestion on how to make a Card Distribution more meaningful?

_____

_____

_____

—

Analyze

#1 Analysis: ASSESSMENT FOR LEARNING (Formative)

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. Why should a teacher find out if students understand the lesson while

teaching in progress? It is not better to do a once-and -for-all assessment at the completion of the entire lesson?

Waiting until the end of a lesson to assess is risky because if students misunderstood a foundational concept at the beginning, they will likely be lost for the remainder of the session.

2. Why is not enough for a teacher to ask "Did you understand?", when he/she intends to check on learner's progress?

Asking "Did you understand?" usually results in a chorus of "Yes" because students may be too shy to admit confusion, or they may think they understand when they actually don't.

3. Should teacher record results of formative assessment for grading purposes? Why or why not?

Generally, no. The primary purpose of formative assessment is to provide a "safe space" for learners to practice and make mistakes.

4. Based on your observations, what formative assessment practiced worked?

The use of pen and paper often works best. The teacher can see everyone's answer making it impossible for struggling learners to "hide" behind the learners who always raise their hands.

5. For formative assessment, why is peer tutoring in class sometimes seen to be more effective than teacher himself/herself doing the re-teaching or tutoring?

Learners often explain things in "kid-friendly" language or use analogies that their peers find more relatable than a teacher's academic explanation.

6. Could an unreasonable number of failures at the end of the term/grading period be attributed to the non-application of format assessment? Why or why not?

Yes, definitely. Without formative assessment, a teacher is essentially "teaching in the dark." They don't know who is falling behind until the final exam.

#2 Analysis: ASSESSMENT AS LEARNING (Self-Assessment)

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. If the student is at the heart of assessment, then all assessment should support student learning. Do you agree? Why or why not?

 I agree. Assessment should not just be a tool for ranking or sorting learners; its primary purpose should be instructional. When assessment is learner-centered,

it provides the feedback necessary for learners to understand their own strengths and weaknesses, ultimately empowering them to take ownership of their academic growth.

2. Does assessment AS learning have the same ultimate purpose as assessment FOR learning?

While they both aim to improve learning, they differ in agency.

Assessment FOR Learning is teacher-led, the teacher uses data to adjust instruction.

Assessment as Learning focuses on the learner, it involves metacognition, where learners monitor their own learning, set goals, and reflect on their progress. Both aim for learners mastery, but Assessment as Learning specifically aims to create independent, self-regulated learners.

#3 Analysis: ASSESSMENT OF LEARNING (Summative)

Resource Teacher: _____ Signature: _____ School: _____

 Grade level: _____ Subject Area: _____ Date: _____

1. Are all assessment tasks aligned to the learning outcomes?

Ideally, yes. In an effective classroom, every quiz, project, or exam should directly measure the specific knowledge or skills outlined in the learning objectives. If an objective is "to analyze," the assessment task should require analysis, not just simple recall.

2. What are the possible consequences if teacher's assessments are not aligned to learning outcome/s? Does this affect assessment results? How?

It leads to invalid results and student frustration. Learners may study the correct material but be tested on something else entirely. Results will not accurately reflect what learners actually know or can do. It creates a "hit or miss" grading system that lacks academic integrity.

3. Why should assessment tasks be aligned to the learning outcomes?

Alignment ensures Constructive Alignment. It guarantees that the teacher is measuring what they intended to teach. This provides a clear roadmap for both the teacher and the learner, ensuring that the time spent in the classroom is purposeful and the resulting grades are a true reflection of achievement.

#4 Analysis: The Use of Traditional Assessment Tools

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. Which Assessment tool/tasks were most commonly used by the teacher? Which ones were rarely used? Why where they rarely used?

Usually Traditional Assessments such as multiple-choice quizzes, short-answer tests, and oral recitation were most commonly used by the teacher. These are popular because they are time-efficient to administer and easy to grade for large classes. Performance-based or Authentic Assessments like role-plays is rarely use because these methods are often avoided because they are time-consuming to prepare and require complex rubrics for objective grading. Additionally, the teacher might prioritize covering the curriculum over the intensive time needed for authentic tasks.

2. Based on your answers found in the Tables, in which type of assessment tools and tasks were the RT most skilled in test construction? Least skilled?

Typically, teachers are most skilled in Objective Tests (Multiple Choice, Matching Type, True/False). They usually follow the rules of "one correct answer" and use clear distractions. Teachers are least skilled in in Essay Prompts or Performance Tasks. You might notice a lack of clear criteria or prompts that are too vague, making it difficult for learners to know exactly what is expected of them.

3.Can an essay or other written requirement, even if it is a written paper and pencil test, be considered an authentic form of assessment? Explain your answer.

Yes, it can. While "paper and pencil" is often labeled as "traditional," the content and context determine if it is authentic. An essay is authentic if it requires the learner to apply knowledge to a real-world scenario, argue a position using evidence, or solve a complex problem rather than just reciting memorized facts.

If the task mimics a professional or real-life writing task, it bridges the gap between schoolwork and the "real world," making it an authentic written

<u>assessment.</u>

#5 Analysis: The Use of NON- Traditional Assessment Tools

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. Between analytic and holistic rubrics, which one was more used? Why do you think that type of rubric was used more?

<u>In most traditional classroom settings, analytic rubrics are used more frequently. Analytic rubrics break down a project into specific criteria. Teachers prefer this because it provides detailed feedback to the learners, showing exactly where they succeeded and where they need improvement. It also makes grading more objective and consistent across a large number of learners.</u>

2. Will it make a difference in assessment of students work if teacher would rate the product or performance without scoring rubric? Explain.

<u>Yes, it makes a significant difference. Without a rubric;</u>

<u>Grading becomes prone to the teacher's "gut feeling" or mood, which can lead to unfairness or inconsistency. Learners will not know the specific standards they</u>

are being held to. They might focus on the wrong aspects of a project because the expectations weren't explicitly defined. If a learner asks why they received a specific grade, a teacher without a rubric will find it harder to point to concrete evidence or specific missing elements in the work.

3. Can rubrics help make students to become more self-directed or independent learners? Do rubrics continue to assessment AS learning (self-assessment)? What if there were no rubrics in assessment?

Yes. Rubrics act as a roadmap. When learners have a rubric before they start, they can monitor their own progress and adjust their work to meet the "Excellent" criteria without needing constant teacher intervention. Rubrics are essential for self-assessment. They provide the "evaluative lens" through which learners can look at their own work, identify gaps, and take ownership of their learning process. Assessment would become a "guessing game" for learners. This often leads to high anxiety, a lack of transparency in the grading process, and a shift in focus from mastering skills to simply pleasing the teacher.

#6 Analysis: Scrutinizing the Types and Parts of s Portfolio

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. With OBE in mind, which should be the basis for the selection of pieces of evidence to show that what the students was supposed to learn was learned?

In an Outcome-Based Education (OBE) framework, the selection of evidence must be based on the intended learning outcomes (ILOs) or competencies. Each piece of evidence (e.g., projects, essays, or recordings) should directly demonstrate that the learners has achieved the specific goal set at the beginning of the course. The selection should be guided by established criteria that define what "mastery" looks like for that specific outcome.

2. Scrutinize the elements of this portfolio. Based on the parts, under which types of portfolio does this fall?

ELEMENTS of a _____Portfolio (Which type of portfolio?)
1. Cover letter – "About the author" and "what My Portfolio Shows About My Progress as a Learner"
2. Table of Contents with numbered pages
3. Entries-both core (required items) and optional items (chosen by students)
4. Dates on all entries to facilitate proof of growth over time
5. Drafts of aural/oral and written products and revised, i.e. (first drafts and corrected/revised versions)
6 Student's Reflection

Based on the elements listed in the table, this falls under a Growth or Development Portfolio. Element #4 ("Dates on all entries to facilitate proof of growth over time") and Element #5 ("Drafts... and revised versions") are the primary indicators. Unlike a "Showcase Portfolio" which only displays the final best work, a growth portfolio focuses on the learning process and the student's journey from their initial attempt to the final product. The inclusion of "Student's Reflection" (Element #6) confirms it is designed for the student to look back on their improvement.

3. Where and when does the teacher make use of each of the 3 types of portfolio?

Teachers typically use the three main types of portfolios at different stages of the academic year. Growth/Development Portfolio, Showcase/Display Portfolio, and Assessment/Evaluation Portfolio.

#7 Analysis: Analyzing TOS

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. Which cognitive skill had the highest number of assessment questions? Lowest numbers?

Highest number is usually assigned to cognitive skills that are more complex (like Application or Analysis) or to topics that took the most class hours to teach. Lowest number is usually typically assigned to lower-level skills (like simple Remembering) or topics that were only briefly discussed in class.

2. Can a teacher have a test with content validity even without making a TOS?

No, it is highly unlikely.

While a teacher might try to cover all topics, without a TOS, there is no mathematical or structural way to ensure the test items are proportionate to the importance or time spent on each topic. A TOS acts as a blueprint; without it, a test may accidentally over-emphasize minor details and ignore major learning outcomes, resulting in poor content validity.

3. Complete the given TOS

Learning Outcomes	No of Class hours	Cognitive Level						Total
		Rem	Un	Ap	An	Ev	Cr	
1 Identify basic subject-verb rules	2	5	2					7
2 Apply rules to singular/plural nouns	3		3	5				8
3 Use compound subjects correctly	4			6	4			10
4 Analyze sentences with intervening phrases	4				6	4		10
5 Evaluate and correct common errors	3					5	3	8
6 Construct an essay using correct S-V	4						7	7
TOTAL	20	5	5	11	10	9	10	50

#8 Analysis: Computing Grades based on DepEd Grading System

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Directions:

1. What are the good points of the new grading system according to the teachers?

Holistic Assessment balances Written Work, Performance Tasks, and Quarterly Assessments, ensuring learners aren't judged on just one type of activity.

Competency-Based focuses on what learners can actually do (Performance) rather than just what they can memorize.

2. What are teacher challenged to do by this new grading system?

Teachers are challenged to track and compute multiple components for every student accurately. Creating meaningful Performance Tasks that truly measure skills is more difficult than writing simple multiple-choice tests.

3. Do you favor the distribution of percentage of written work, performance tasks and quarterly assessment?

Most educators favor this distribution because it gives Performance Tasks a high weight (often 40–60% depending on the subject). This reflects a modern educational shift toward practical application over rote memorization.

4.Did you like the experiencing of computing grades? Why or why not?

While computing grades manually can be tedious, the process provides a clear picture of a learners strengths and weaknesses. It allows teachers to see exactly which component a learner is struggling with, enabling more targeted intervention.

#9 Analysis: Reporting Student's Performance

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

1. Based on your interview with parents and teachers, answer the following questions:

- ✔ <u>What practices must be maintained?</u>

  <u>Regular communication through parent-teacher conferences and the use of clear rubrics so expectations are transparent.</u>

- ✔ What must be improved to make grades and reporting meaningful?

<u>Grades should be accompanied by descriptive feedback. Instead of just a number, reports should explain what the student has mastered and what specific steps are needed for improvement.</u>

#1 Reflection for Assessment FOR Learning

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Formative assessment is tasting he soup while cooking. Reflect on this and write your reflections.

When a chef tastes soup, the goal isn't to give the soup a final grade; it's to see if it needs more salt, more heat, or more water. Similarly, formative assessment happens during the "cooking" (the teaching-learning process) so that adjustments can be made immediately. If a chef waits until the soup is served to the customer (the summative assessment) to find out it is too salty, it is too late to fix it. In OBE, we start with the "recipe" or the intended learning outcome. Formative assessment ensures we are staying on track with that recipe.Tasting the soup is low-stakes. If it tastes bad halfway through, there is no penalty; there is only an opportunity to improve.

Should you record results of formative assessment? Why or why not?

Documentation allows teachers to see the "proof of growth over time," much like the entries in a Growth Portfolio. Recording these results is like the chef "tasting the soup" and remembering which ingredients were already added; it helps the teacher decide if they need to re-teach a concept or move forward. Having a

record of a learners previous drafts and revised versions (Elements #5 and #6 of a portfolio) allows for more specific and meaningful feedback. If a learner struggles on a final summative test, recorded formative data can help a teacher identify exactly where the misunderstanding began.

#2 Reflection for Assessment AS Learning

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

The primary purpose of assessment is not to measure but to further learning. Reflect on your personal experiences of assessment in school. Were you given opportunities for self-assessment? Of yes, what was its impact on your learning?

When learners are given opportunities to assess their own work against a rubric, it shifts them from being passive recipients of grades to active owners of their progress. It helps develop metacognitive skills, allowing learners to identify their own gaps and adjust their learning strategies independently, which leads to becoming more self-directed and independent learners.

#3 Reflection for Assessment OF Learning

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Reflect on past assessments you have been through. Were they all aligned with what your teacher taught (with learning outcomes)?

When assessments are not aligned with learning outcomes, it creates a "guessing game." As noted in your reflection on Assessment AS Learning, the primary purpose of assessment should be to further learning. If a test covers material never discussed or skills never practiced, it fails to "further learning" and instead becomes a source of anxiety and demotivation.

#4 Reflection for The Use of Traditional Assessment Tool

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

How good are you at constructing traditional assessment tools? Which do you find most difficult to construct? Any lesson/s learned?

Traditional assessments are most effective when they are strictly aligned with Intended Learning Outcomes (ILOs). A common pitfall in past experiences is when a test focuses only on the "Remembering" level of Bloom's Taxonomy, even though the teacher taught higher-order thinking skills. To be a "good" assessment tool, it must mirror the cognitive levels emphasized during instruction.

#5 Reflection for The Use of Non-Traditional Assessment Tool

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Are authentic assessment tools and tasks new? Reflect on your experiences of test for all the years as a student.

Throughout history, apprenticeships were entirely based on authentic

assessment—performing the actual task to prove mastery. What is "new" is the systemic effort to bring these real-world tasks back into the traditional classroom to balance the dominance of paper-and-pencil tests. The use of standardized analytic rubrics to objectively score these tasks is a more recent development designed to ensure fairness and transparency. The primary lesson from years of testing is that alignment is key. An assessment—whether traditional or authentic—is only meaningful if it is aligned with the Intended Learning Outcomes. When a teacher "tastes the soup" through formative assessment and provides feedback before the final task, the assessment stops being a hurdle and starts being a tool for further learning.

#6 Reflection for the Portfolio

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Have portfolios made the learning assessment process more inconvenient? Is the effort exerted on portfolio assessment commensurate to the improvement of learning and the development of learner's metacognitive proves that result from the use of portfolio?

Portfolios can be more time-consuming for teachers due to extensive documentation and qualitative feedback requirements. The effort is commensurate with the results. Including "drafts and revised versions" alongside "student reflections" fosters metacognitive processes that traditional tests cannot achieve. This results in a much deeper improvement in learning.

#7 Reflection for Table of Specifications

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

Read this conversation and reflect on teacher's assessment practices. Write your reflections here.

> Student A: Where did teacher get her test? Not one of what she taught came out?
>
> Student B: You are right! How annoying!"

Did you have a similar experience? Reflect on it. Will she required use of TOS as guide in test construction solve the problem of misaligned tests?

Many learners experience "annoying" tests where the content doesn't match what was taught. The required use of a TOS solves this by forcing alignment between instruction and assessment.

#8 Reflection for Computing Student's Grade

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

In an era where the emphasis is self-directed learning and demonstration of competencies-knowledge, skills and values learned (outcomes-based education) – do grades really matter?

In an OBE era focused on self-directed learning and competency, grades still matter as a standardized measure of achievement. However, their value shifts from being a mere "label" to becoming a data point that indicates mastery of specific knowledge, skills, and values.

#9 Reflection for Reporting Student's Performance

Resource Teacher: _____ Signature: _____ School: _____

Grade level: _____ Subject Area: _____ Date: _____

      Grades are often a source of misunderstanding. How should I do reporting so that it will result to effective learning?

Reporting grades effectively requires a shift from simply providing a numerical value to offering a comprehensive picture of a learners journey. Grades become more meaningful when they are accompanied by descriptive feedback rather than just raw numbers. Effective reporting is built on trust and clear expectations between teachers, students, and parents. Reporting should involve the learner as an active participant rather than a passive recipient of a grade. To avoid the frustration of the learners feeling that "nothing of what the teacher taught came out in the test," always use a Table of Specifications (TOS).

Learning Artifacts

These must be included in the Portfolio.

- ✔ Observations Sheets

- ✔ Analysis

- ✔ Reflection

- ✔ Completed TOS

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