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LEARNING ASSESSMENT STRATEGIES

BSED

THE K TO 12 GRADING SYSTEM

FS 1

Observations of Teaching-Learning in Actual School Environment



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ON BECOMING A TEACHER

Episode 12 Assessment FOR Learning and Assessment AS Learning (Formative Assessment)

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Assessment FOR Learning and Assessment AS Learning (Formative Assessment)



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SPARK Your Interest

Assessment is an essential part of the instructional cycle. The instruction cycle consists of: 1) setting the intended learning outcome/s, 2) selecting a teaching methodology, strategy and activity that are aligned to the learning outcome and topic which are developmentally-appropriate to the learners and 3) assessment itself. Assessment is the part of the instructional cycle that determines whether or not the intended learning outcome has been attained and so necessarily, the assessment task must be aligned to the intended learning outcome.

In a lesson on assessment, we can speak of assessment *for* learning, assessment *of* learning and assessment *as* learning.

This episode will dwell on assessment *for* learning and assessment *as* learning. Assessment *for* learning is referred to as **formative assessment** while assessment *as* learning is referred to as **self-assessment**.



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- Demonstrate knowledge of the design and use of formative assessment; and
- Explain the importance of formative assessment.



DISCOVER the Learning Essentials

In Outcome-based Teaching-Learning/Competency-based Teaching/Teaching by Objective, we ensure that the intended outcome/competency/ objective is attained at the end of the lesson and so while we are still in the process of teaching, we do check learners' understanding and progress.

If we find out that the learners' failed to understand the prerequisite knowledge and skills, we reteach until learners' master them. This is called **FORMATIVE** assessment, assessment while the learners are being **formed** or taught. It is assessment in the midst of instruction.

Formative assessment is also referred to as assessment *for* learning, Assessment *for* learning simply means we do assessment to ensure learning.

We do not wait for the end of the lesson to find out if learners understood the lesson or not because if it is only at the end of the lesson that we discover that the learners did not understand the lesson, we have wasted so much time and energy teaching presuming that everything was clear, only to find out at the end of the lesson that the learners did not understand the lesson at all. This means that we have to reteach from the very beginning, something that we could have saved ourselves from doing had we given time to find out if the lesson was understood while still teaching.



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Assessment for learning encourages peer assessment.



OBSERVE, ANALYZE, REFELCT

Activity 12.1

Observing Assessment FOR Learning Practice (Formative Assessment)

Resource Teacher: Sir Kim Paolo Armin A. Torcelino VI

Teacher's Signature: _____

School: CNSC College of Education Laboratory School

Grade/Year Level: Grade 9

Subject Area: Science

Date: September 29, 2025



OBSERVE

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

What Teacher Said	Tally	Total
"Class, do you understand the lesson ? "	III	4
"Any final questions or clarifications before we finish? "	I	1
"Raise your hand if you have a question"	II	2
"Can someone from the group explain your presentation in your own words?"	II	2
What Teacher Did	Tally	Total



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Called the students and asked questions.	III	3
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2. Did the teacher ask the class “Did you understand”? If she did, what was the class’ response?

Yes, the teacher asked the class if they understood the lesson. Most students nodded or gave verbal responses like “Yes, sir,” or “Opo, sir” while a few students seemed unsure and remained silent, indicating partial understanding.

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

Yes, the teacher could sense that some students did not fully understand the lesson. This was evident through their confused expressions, hesitation in answering questions, and doing other stuff on their devices.

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

The teacher responded by revisiting the unclear parts of the lesson, providing additional examples, and explaining the concepts in simpler terms.

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

Yes, the students were given the opportunity to express their question and ask for clarification. This was done during the discussion portion of the class and after presenting each key point. The teacher encouraged students to raise their hands, asked if anyone had questions, and also allowed them to approach him individually after class for further clarification.

6. If she found out that her lesson was not clearly understood, what did the teacher do? Did you observe any of these activities? Please check.

- ☐ Peer tutoring (Tutors were assigned by the teacher to teach one or two classmates.
- ☐ Each-one-teacher-one (Students paired with one another).
- ☐ Teacher gave a Module for more exercises for lesson mastery.



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- ☒ Teacher did re-teaching.
☐ Others, please specify

7. She engage herself in re-teaching, how did she do it? Did she use the same teaching strategy? Describe.

The resource teacher engaged himself in re-teaching by noticing that some students were having difficulty understanding the lesson. Instead of just repeating the same approach, he slightly changed his strategy and was flexible to help the students better grasp the concept. For example, the resource teacher used relatable examples and asked thought provoking questions that encourage students to think critically and recall their past learning about the topic. In addition, the resource teacher also encouraged them to participate more actively, which made the re-teaching more interactive and easier for students to follow.

8. While re-teaching by himself/herself and/or with other students-turned tutors, did the teacher check on students' progress? If yes, how?

Yes, the resource teacher did check on students' progress. The teacher walked around the classroom while students were engaged on a group task, entertained student questions and gave instructions. Sometimes, the teacher also asked students to explain their answers in their own understanding to their peers, particularly during presentations, which helped the see who really got the lesson and who need a additional support.



ANALYZE

1. Why should a teacher find out if students understand the lesson while teaching is in progress?
Is it not better to do a once-and-for-all assessment at the completion of the entire lesson?

A teacher should find out if students understand the lesson while teaching is in progress because learning doesn't always happen the way teachers expect it to. Sometimes, even if the lesson seems clear, students may get confused or miss important points. Therefore, checking their understanding during the lesson lets the teacher see who is following along and who needs extra help, it allows the teacher to make an adjustment on his/her teaching approach and reteach miss concepts. On the other hand, it's not the same as waiting until the end to give a test because by then, it might be too late to help students grasp the concepts they struggled with. When the teacher checks during the lesson, they can adjust explanations, give examples, or slow down if needed and give the student time to digest the information



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taught to avoid mental overload, which makes learning more effective and less stressful and overwhelming for students. It also gives students a chance to ask questions, self-reflect, and clarify things while the topic is still fresh.

2. Why is it not enough for a teacher to ask, “Did you understand, class?” when he/she intends to check on learners’ progress?

Asking students, “Did you understand, class?” is not enough to accurately gauge their understanding because students may feel pressured to say they understand, even when they are confused. Some students might choose to keep their questions to themselves instead of seeking clarification or they are too embarrassed to admit it, which prevents the teacher from identifying gaps in learning and providing the necessary support.

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

Teachers should not primarily use formative assessments for grading purposes. Formative assessment is meant to guide learning, provide feedback, and help students improve while the lesson is still ongoing. If these results are used for grades, students might focus more on counting their scores than on actually understanding the material and improving their skills, disorienting student attention. Recording formative assessments should be about tracking student academic progress, identifying areas where students need support, and adjusting teaching strategies; these ensure the teacher accommodates and addresses immediate needs. Using it this way encourages a safer learning environment where students feel comfortable making mistakes and learning from them, which is the real purpose of formative assessment.

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

Based on my observations, the formative assessment practice that worked well was the use of question-and-answer sessions during the lesson to the topic. Through this, it allows the teacher to become aware of the students comprehension and attentiveness while also giving immediate feedback and addressing misconceptions.

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

Peer tutoring is sometimes more effective because students often feel more comfortable asking questions and expressing their thoughts with classmates. They can explain lessons in simpler words that their peers can easily understand since they are on the same level. This approach creates a less intimidating environment, encourages cooperation, and can boost confidence, making it easier for students to grasp difficult topics.



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

Yes, If teachers only assess learning at the very end, they might not notice early on which students are struggling or which concepts are not fully understood. Without checking understanding during the lessons, there's no opportunity to give feedback, clarify misunderstandings, or adjust teaching strategies. It is essential to apply Formative assessment during lecture because it helps identify these issues while there's still time to guide students struggling and support their learning. Without it, students may fall behind silently, and by the time the final assessment comes, many could fail because they weren't given the ongoing support they needed.



REFLECT

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

Formative assessment, like tasting soup while cooking, reflects a careful, curious, and responsive approach. Just as a cook continuously tastes the soup to judge its flavor, adjust seasoning, measure ingredients, and control the heat to achieve the perfect balance of aroma and taste, a teacher uses formative assessment to monitor and guide student learning. It involves checking whether students are understanding the content, asking questions, observing their responses, and providing timely feedback. This ongoing process allows the teacher to identify areas where students may be struggling, make adjustments to instruction, and support learners in reaching their full potential. Just like in cooking soup, if the soup is too salty or bland, instead of throwing it away, the teacher reteaches and scaffolds the lesson or approach to support students in need. In the same way a cook refines a dish until it is just right, formative assessment helps ensure that learning is effective, meaningful, and tailored to students' needs.

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

Yes, recording the results of formative assessment is essential and should be done by the teacher. Keeping a record allows the teacher to adjust teaching strategies in real time while continuously providing feedback that supports students' understanding, progress, and specific needs. When a teacher documents these results, it helps track learning patterns, identify areas where students struggle, and



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plan interventions more effectively. Moreover, recording assessment results aligns with professional teaching standards, as it encourages the use of data to guide instruction and improve learning outcomes. By systematically documenting students' performance, teachers ensure that their instructional decisions are informed, purposeful, and focused on enhancing student learning.



SHOW Your Learning Artifacts

1. My Accomplished Observation Sheet



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What Teacher Did	Tally	Total
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2. My Analysis



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ANALYZE

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3. My Reflection



REFLECT

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4. Snapshots of peer tutoring or other activities that show formative assessment in practice.



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Figure 1. Two students actively discussing and Explaining concepts to each other, learning together.



Figure 1.1. The resources teacher observes and provides feedback.



Figure 1.3. A group of students collaborating on their activity, utilizing digital and textbook.



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Activity 12.2

Observing Assessment AS Learning Practice (Self-Assessment)

Resource Teacher: Sir Kim Paolo Armin A. Torcelino VI Teacher's Signature: 
School: CNSC College of Education Laboratory School Grade/Year Level: Grade 9 Subject Area: Science Date: September 30, 2025



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- Demonstrate knowledge of the design and use of formative assessment; and
- Explain the importance of formative assessment.



REVISIT the Learning Essentials

- Assessment *as* learning means assessment is a way of learning.
- It is the use of an on-going self-assessment by the learners in order to monitor their own learning.
- This is manifested when learners reflect on their own learning and make necessary adjustments so that they achieve deeper understanding.
- Assessment *as* learning encourages students to take responsibility for their own learning.
- It requires students to ask questions about their learning.
- It provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning.
- It encourages self-assessment and reflection.



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OBSERVE

Observe a class and find out practices that reflect assessment *as* learning. Record your observations.

Teacher	My Observation
1. Did teachers provide opportunities for the learners to monitor and reflect on their own learning?	Yes, the resource teacher provides students with the chance to evaluate their own understanding and also the teacher encourages the student to write their takeaways or learning in their journal.
2. What are proofs that students engaged in self-reflection, self-monitoring and self-adjustment?	Self-reflection is evident when the students write down their reflection on their journal. Students also track their outputs and assignments.
3. Did students record and report their own learning?	Yes, they took notes during the lesson, completed activities, and submitted their outputs.
4. Did the teacher create criteria with the students for tasks to be completed or skill to learn?	Yes, the teacher use it to rate group presentations and individual output of the student.



ANALYZE

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

Yes, because the main purpose of assessment is to help students learn, improve and develop essential competency. When assessments are designed with the student, teachers go beyond just giving grades and remarks but they provide meaningful feedback that helps students understand their strengths and areas that need improvement. This approach ensures that assessments guide growth and foster a deeper understanding rather than merely serving as a tool for evaluation.

2. Does assessment *as* learning have the same ultimate purpose as assessment *for* learning?

Not really. They're similar because both focus on improving learning, but the difference is who takes the main role. Assessment for learning is primarily conducted by the teacher to monitor students' academic progress, adjust instruction and teaching strategies to improve learning outcomes. Assessment as



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learning, on the other hand, focuses on students actively reflecting on their own understanding, identifying areas for improvement, and taking responsibility for their learning. While both assessments aim to support the teaching-learning process, one is more about the teacher guiding students, and the other is about monitoring their professional development.



REFLECT

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

Growing up, I was occasionally given opportunities to self-reflect and assess my learning and performance. While many tests and quizzes focused on measuring my understanding, I also experienced assessment through individual and group projects, portfolios, and performance tasks. For example, when creating my portfolio, I was asked to reflect on my own work, considering what I did well, what I struggled with, and how I could improve. This process helped me become more aware of my learning habits, skills I need to work on myself, take responsibility for my progress, and set goals for future improvement. It has become a habit for me that whenever I fail at something, I take time to reflect on my mistakes and think about how to avoid them in the future. This reflection helps me learn from my experiences, and the next time I perform the task, I am more focused and aware of what I need to improve. These experiences allowed me to take responsibility for my learning and become more aware of the areas I needed to focus on. Ultimately, It taught me to approach learning more thoughtfully and actively and focus on things I can control.



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SHOW Your Learning Artifacts

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2. My Analysis



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Analyze

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3. My Reflection



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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 12 - Assessment FOR Learning and Assessment AS Learning (Formative Assessment)

Learning Outcome: Demonstrate knowledge of the design and use of formative assessment and explain the importance of formative assessment.

Name of FS Student: Rizza Joy A. Jane
Year & Section: 4th year Block A

Date Submitted: October 18, 2025
Program: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.
ANALYSIS	All questions were answered completely; answers are in depth and are thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered completely; answers are clearly connected to theories; grammar and spelling are free from errors.	Questions were not answered completely; answers are not clearly connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observations were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.
REFLECTIONS	Profound and clear; supported by what were observed and analyzed	Clear but lacks depth; supported by what were observed and analyzed	Not so clear and shallow; somewhat supported by what were observed and analyzed	Unclear and shallow; rarely supported by what were observed and analyzed
LEARNING ARTIFACTS	Portfolio is reflected on the context of the learning outcomes; Complete, well-organized, highly relevant to the learning outcome	Portfolio is reflected on the context of the learning outcomes. Complete; well-organized, very relevant to the learning outcome	Portfolio is not reflected in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	Portfolio is not reflected on in the context of the learning outcomes; not complete; not organized, not relevant
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days after the deadline
Comment/s				



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CAMARINES NORTE STATE COLLEGE

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ON BECOMING A TEACHER

Episode 12 Assessment FOR Learning and Assessment AS Learning (Formative Assessment)

THE K TO 12 GRADING SYSTEM

SCORE	24	23-22	21 - 20	19 - 18	17 - 16	15 - 14	13-1 2	11	10	9-8	Below
GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Bel ow


KIM PAOLO ARAMIN A. TORCELINO VI

Signature of FS Teacher above Printed Name

September 30, 2025

Date