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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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FIELD STUDY

ON BECOMING A TEACHER

Episode 4 Learner Diversity: The Community and Home Environment

THE K TO 12 GRADING SYSTEM

Learner Diversity: The Community and Home Environment



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SPARK Your Interest

Episode 4 provides opportunities for youth and more in depth. Look into the factors that affect the development of a learner. Focus will be on the early experiences and characteristics of the learner as described by the family and other significant others. You also focus on how the teacher links with the community to maximize the learning and development of students.



TARGET Your Intended Learning Outcome

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

- Describe the influencing factors in the home environment that affect the students learning;
- Take advice concerning strategies that build relationships with parents or guardians and the wider community (6.2.1); and
- Identify effective strategies on how teachers can work with each other with the family.



REVISIT the Learning Essentials

1. Urie Bronfenbrenner's bio-ecological model presents the learner within the context of layers of nation ship systems that make up the learners' environment. The layers are:

Microsystem -includes the structures such as once family is cool and neighborhood.	Mesosystem - the connection between the structures in the microsystem.	Exosystem - the the bigger social system which includes the city government, the workplace and the mass media.	Macrosystem - outermost layer, which includes cultural values, customs, and laws.	Chronosystem - the element of time patterns of stability and pacing of the child's everyday life.
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The model helps the picture looked into every aspect in the learners environment to understand his behavior. That features important role is not to replace what is missing at home (If any), but to work so that the school becomes an environment that welcomes and nurtures families. The teacher works to create a partnership with the family and community to bring out the best in every learner.

2. Baumrind's Parenting Styles

- a. **Authoritarian.** Parents are very firm with their children and expect unwavering and unquestioning obedience. Rules are, sadly parents and misbehavior is smelled weird. Withdrawal of affection, physical punishment or threats
- b. **Permissive.** Parents are not fear or controlling. They have few expectations, maybe warm and caring, but appear to be uninvolved and uninterested.
- c. **Rejecting-neglecting.** Parents are disengaged from children. Neither demanding nor responsive to children.
- d. **Children of:**
- e. **Authoritarian parents:** are often unhappy, fearful, withdrawn, inhibited, hostile, and angry and aggressive. They have low self-esteem and difficulty with peers.
- f. **Permissive parents:** believe that their parents do not care for them. They are often impulsive, aggressive and lack self-control. May they have low levels of independence and responsibility.
- g. **Rejecting-neglecting parents.** Are found to be the least competent in their overall functioning and adjustment.
- h. **Authoritative Parents:** are used are socially competent, self-reliant, and have greater ability to show self-control. They have higher self-esteem and are better adjusted.

- Based on child development by SANTROCK 2004.



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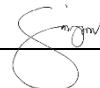
THE K TO 12 GRADING SYSTEM



OBSERVE, ANALYZE,

Activity 4.1

Observing the learner's community and home environment.

Name of FS Student: Rizza Joy A. Jane
Course: BSEd Major in Sciences Year and Section: 4th year Block A
Resource Teacher 1: Sir Kim Paolo Armin A. Torcelino VI Signature:  Date: September 12, 2025

To realize the **Intended Learning Outcomes**, where you're always through these steps:

1. Select a learner from the class which you have previously observed
2. Interview the teacher about the learner's characteristics and the community.
3. Conduct a home visit to your selected learners' residence.
4. Interview the parents about.
 - a. The rules they implement at home concerning their child's schooling.
 - b. The learners, activities, and behavior while at home.
5. Write the learner's profile.
6. Analyzed observation and interview data.
7. Reflect on your observation experience.



OBSERVE

Use the **activity form** provided for you to document your observations.



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An Observation/Interview Guide for the Home-School Link

Read the following carefully before you begin to observe/interview. Then write your observation report on the space provided on the next page.

The Learner

- 1) Make a general observation of the learner. Describe him or her in each of the domains of development:
 - physical-body build and height (thin, chubby, underweight, overweight), level of physical activity (fast, slow, lethargic, active, etc.)
 - social interaction with teachers and classmates (loner, shy, sociable, friendly, gets into fights, like by others, etc.)
 - emotional moods, temperament, cries easily, loses temper, happy, shows enthusiasm, excited, indifferent etc.
 - cognitive (appears to understand lessons, copes with the lessons, excels, lags behind, shows reasoning skills, turn in assignments, and requirements, etc.)

Interview the Teacher

- 1) What are the most noticeable characteristics of the learner? (emotional disposition, behavior and discipline, sense of responsibility, study habits, academic performance, relationship with peers, relationship with adults, social adjustment)
- 2) How does the teacher communicate with the parents? how often? what do they discuss? How do they decide on the best course of action to resolve issues or problems?
- 3) How does the teacher utilize resources in the community to support the teaching-learning process? How does the teacher work with the community to meet the needs of the learners?

Interview with parents

- 1) Conduct a home visit. Once there observed the home set up. (home is orderly, family pictures in the living room, etc.)
- 2) Use the interview questions on the next page. Just ask the questions with which you feel comfortable.

Suggested parent interview guide

Your teacher may ask you to use a more detailed interview guide. Be free to translate the questions if necessary.



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Name of Learner: _____
Date of Birth: _____ Age: _____
Grade/Year Level: _____ Gender: _____
Number of Siblings: _____
Birth Order: _____
Parents:
Mother: _____
Age: _____ Occupation: _____ Educational Attainment: _____
Father: _____
Age: _____ Occupation: _____ Educational Attainment: _____
Learner's Physical Aspect:
Health
1) Mothers' health during pregnancy with the learner:
2) Ailments or health problems of the learner as a child:
3) Age of the learner when he/she started to walk or talk:
4) Food preferences of the learner as a child and at present:
5) Who took care of him or her as a child?
Learner's Social Aspect:
1) Describe your child sociability (friendly, outgoing or shy, loner)
2) Who were the learner's playmates?
3) As a child then, was he or she allowed to play outside?
4) Is he or she allowed to go out with friends?
5) Do you have rules for him or her to follow regarding going out?
6) What are these rules?
Emotional-Moral
1) What are your expectations of the child?
2) How do you provide a nurturing environment for your child?
3) Does your child go to you when she or he feels down or has a problem? What do you do to meet her or his emotional needs?
4) What do you do when he or she is not successful in something?
How do you discipline your children?
1) Do you have rules in the House? What are they?
2) How do you impose the rules?
3) What are the consequences of breaking the rules?
Learners' Cognitive Aspect:
1) What are the child's interests?
2) What is he or she good at in school?
3) In what subject/s does he or she have difficulty.
4) How do you monitor his or her performance in school? How do you motivate him or her?
5) Do you have rules at home to help him develop good study habits?
6) What are these rules? How are they implemented?



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After you have gathered all the necessary data. Write the learner's development profile using the outline below, type the profile on a separate sheet and attach it to this learning episode.

THE LEARNER'S DEVELOPMENT PROFILE

Name of the Learner: Angelique Joy Q. Rafer
School: CNSC College of Education Laboratory School
Date of Home Visit: _____
Date of Birth: January 13, 2011 Age: 14
Grade/Year Level: Grade 9 Gender: Female

Family Profile

Number of siblings: 1

Birth order: 2nd

Parent

Mother: Laarni U. Quiñones Age: 37

Occupation: Teacher Educational Attainment: College Graduate

Father: Rolando S. Rafer (Deceased) Age: _____

Occupation: _____ Educational Attainment: _____

Physical Development

Firstly, the mother has a good health and normal pregnancy process, which contributed to the normal development of the well-being of her child. The child experience health complication like asthma, poor eyesight, and allergy, indicating that the child may have underlying health concerns that require attention. The child began walking and taking at the age of one year, showing normal development of the child indicating a great sign speech and mobility. During her child early years, the child received care both from parents and grandparents, showing that the child grow in a loving and supportive environment.

Social Development

In terms of the social development aspect of the child, the child exhibits a quiet and reserved demeanor. This personality often influence how the child interact with peers; make friends, and the environment. During childhood, the child rarely interact or play with other kids, therefore it prevent the child to develop social skills, difficulty to connect with others, and may lead to low self-esteem. Moreover, the parent set roles for her child like the child is only allow going out with friends with permission, must come home on time, and informed her whereabouts. These rules are adhered and obey to ensure the child safety and secure while supporting child's well-being.

Emotional-Moral Development



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When it comes to the emotional and morality of the child, there are few expectation. The parent want her child to be respectful, focus on study, and do well in the school. To ensure the child feels safe and heard, the parent maintains a positive and peaceful home environment. Whenever her child feeling down or has a problem, they can talk to their parent. The parent ensure she can give an outmost support to her child by giving advices encouraging words like “you can do it” and praises and compliments to keep her child motivated and inspired. However, the child faces challenges and does not always approach her parent. During difficult situations, instead of vocalizing the problem, she keeps it to herself and chooses not to share it with her parent.

Moreover, the parents approach her child with gentle by giving wisdom of word and discipline that focuses on advising and encouraging the child to try again, viewing failures and mistakes not as permanent setbacks but as opportunities for growth and learning. In the household, the parents ensure ensured her child get the proper security through setting rules. These rules include helping the household chores, doing homework before play, and practice values. To ensure that these rules are impose and obey, the parents regularly remind her child about it. This gentle and consistent approach ensures that the child is not forced, but rather guided, helping them to understand the rules and encourages sense of responsibility. In case the rules are not followed, the parent ensure the child know the consequences of their action. What the parent do is, she reduced the child allowance.

Cognitive Development

When it comes to child cognitive development, the child interest revolved around reading and writing. At school, the child show strong excellency in the subject English. However, the child occasionally face challenges in the subject Filipino. To monitor the child’s academic performance, the parent check the report cards every quarters to see whether the child academic progress and acknowledge achievements, these show a consistent support to the child and guiding them rather pressured. The parent show continual support by setting rules including study time and provide necessary materials, to keep the child focus on her school works and tasks. This approach ensure the child stay focused and attentive on her works while allotting time for leisure activity.

Findings

The learner shows normal growth and development in overall aspect of their life, supported by a healthy life and a nurturing environment. Physically, the child had a normal growth and development shown through early milestones despite having health condition. Socially, the learner is naturally reserved and may prefer solitary play or staying close to familiar adults. Emotionally and morally, the learner benefits from encouragement and support. Supported by



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parental encouragement and guidance that help the child stay motivated and help them grow into a kind and responsible person. Lastly, in terms of learning, the learner show a strong pursuit in her learning and get help from their parents and consistent parental monitoring, study routines, and encouragement. Overall, the learner demonstrates balanced growth, shaped by a supportive family environment with clear rules.

Conclusions

In conclusion, the learner's development reflects the combined influence of both home and school. At home, the parents provide guidance, encouragement, and discipline through gentle approaches, helping the child view mistakes as opportunities for growth and instilling responsibility through rules and routines. This supportive environment instilled by the parent has nurtured the child's emotional security and cognitive progress, particularly in academics. In school, the learner's show strengths in reading, writing, and English are further developed, while challenges in Filipino highlight areas needing additional support. Overall, the collaboration between home and school contributes positively to the learner's holistic growth, shaping not only academic skills but also values, discipline, and resilience.

Recommendations

Recommendation for further development include consistent support from the parents not only in academics but also in emotional growth. Parents should continue to guide their child with encouragement and patience, encourage open communication within the family about problem, school matter, emotion, and health problem. The parent should maintain positive rules that does not pressure but ensure safety. On the other hand, teachers provide a classroom environment that fosters confidence and addresses areas of difficulty such as in a subject Filipino and help to solidifying their skills and learnings. Additionally, the learner should immerse and interact with peers and friends. These experiences will help them to develop social skills, boost self-esteem, and promote a sense of belonging. With combined efforts from both home and school, the learner can achieve balanced growth in academic, emotional, and social aspects.



ANALYZE

Your findings and recommendations in the learner development profile will help you answer the following questions here.

- 1) From your home. Visit and interview. What do you think? Is this style of parenting experience by the teacher? Explain your answer.



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Based from the gathered survey, the style of parenting experienced by the learner is an authoritative parenting. The parent demonstrates an authoritative parenting style by balancing warmth with positive rules and clear expectations. They provide emotional support and encouragement while also setting structured responsibilities which are essential for the learners development.

- 2) Relating your data with what you learned from child development, what family factors do you think contribute to the development and over-all adjustment of the learner in school?

The child grows up in a nurturing environment with parents and grandparents who provide care, support, and encouragement. The factor that contribute to the learners development includes the parent's way of setting positive rules, open communication, practice discipline, and responsibility, and support academic endeavor. These factors help to nurture holistic development of the learners, guiding not only their academic skills but also their character, values, and well-being.

- 3) Does the communication between the homes-school have an effect on the learner. If yes, what are these effects?

Communication between the homes and school has a strong effect on the learners. When parents and teacher have good and open communication, students feel more guided and supported in their learning progress and academic goal. These can contribute to their academic success, better behavior, and elevate their motivation. Additionally, this will strengthen the relationship between teacher, parents, and student, fostering a transformative and meaningful learning.

- 4) How can the teacher partner with the community to contribute to the development and learning of the students? Who are the people or which institutions can the teacher tap to seek advice regarding the development and learning of students?

There is an old proverb that says "it takes the whole village to raise a child" it reflects the beliefs that a child's/learner upbringing requires a collective efforts and involvement of many people, not just parents, to ensure their well-being and development. Teachers play a big role in students' learning, and the community also helps and supports in their growth and development. A teacher can partner with the community by integrating school activities, where student's interact and experience the actual world that extend beyond the four corner of the classroom. For instance, teacher invites local workers to discuss proper hygiene and nutrition. These efforts cultivate not only academic growth but give the sense of awareness



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and thrive for a healthy lifestyle, which contribute to self-development. The people and institution can teacher sought advice with are the parents, barangay leaders, health workers, social worker and even organizations. They can give valuable advice and support that will help teacher's to address both the academic and personal needs of the student's. By working hand in hand, the teacher foster a holistic learning environemnt where learners are empowered to excel academically and grow as a responsible member of the society.



REFLECT

1. Reflect on your own development as a child. What type of parenting did you experience? How did it affect you?

I grew up in the environment, where my parents constantly reminded me the relevance of education that wherever I go, I carry my knowledge and learning with me. As a child, I experienced a permissive type of parenting where my parents were loving and supportive but they are extremely lenient with rules and disciplne. This style of parenting affect me in both positive and negative ways. On the positive side, I become independent, capable in making own decision, and become more mature. On the other hand, I sometimes feel neglected, sometimes struggling to reconnect with them, and I often find myself lost in handling situation. Looking back, I can say it gives me freedom and confident in exploring my interest, but I also realized the importance of guidance and support of my parents.

2. As a future teacher, how would you establish good home-school collaboration? How can you work well with the parents? How can you help them? How can they help you?

As a future teacher, I would establish good home-school collaboration by building open and respectful communication with parents. It is vital to keep the parents involved on their child's academic and informed about their child's progress, strengths, and areas that need improvement through regular meetings and reports. I will also listen to their concerns and suggestions because parents know their children best. I can help them by giving strategies they can use at home to support learning, while they can help me by reinforcing lessons and encouraging their child's positive behavior and study habits. I



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remember a proverb saying, It takes a whole village to raise a child, which reminds me that education is a shared responsibility among teachers, parents, and the community. By working together, I can create a supportive environment where the child feels guided both at home and in school.



SHOW Your Learning Artifacts

1



Learner's growth and learning flourish when rooted in the interconnected support of home and community environment.

Color Your World....

- 1) Make an artistic, colorful, and creative visual expression of your insights or feelings about the influence of the home and school and community to the learner.

Then write a few statements on the space below about your visual art

Stick
With

Acrostic....

- 2) Make a reflection acrostic about the home, school, and

2

Helps learners feel loved and safe
Offers guidance and support
Molds character and values and
Encourage growth and positive attitude

Shapes minds with knowledge
Create a positive and meaningful learning environment
Help learners to discover their talents and potential while
Opening doors of opportunities to grow academically
Offers guidance from teachers while
Leads learners to success

Connects learners to caring people
Offers shared support and guidance
Motivates collective growth and progress
Maintains harmony and cooperation
Unites diverse individuals through a collective efforts
Nurtures shared values and culture
Inspires collaboration and involvement
Teaches empathy, responsibility, and citizenship
Yields a strong, connected, and harmonious society



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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 3-**Focus on Gender, Needs, Strengths, Interests, Experiences Language, Race, Culture, Religion, Socio-economic Status, Difficult Circumstances, and Indigenous Peoples**

Learning Outcomes: describe the characteristics and needs of learners from diverse backgrounds; Identify the needs of students with different levels of abilities in the classroom; Identify best practices in differentiated teaching to suit the varying learner needs in a diverse class (PPST 3.1.1); demonstrate openness, understanding and acceptance of the learners' diverse needs and backgrounds.

Name of FS Student: Rizza Joy A. Jane

Date Submitted: September 19, 2025

Year and Section: 4th year Block A

Course: 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 observation 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



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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 on 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 or more after the deadline	
Comment/s											
SCORE	20	19-18	17	16	15	14	13-12	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-Below

KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

September 12, 2025
Date