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FS1
FIELD STUDY

LEARNING ASSESSMENT STRATEGIES

BSED

FS 1

Observations of Teaching-Learning in Actual School Environment



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FIELD STUDY

ON BECOMING A TEACHER

Episode 2 Learner Diversity: Developmental Characteristics, Needs and Interests

Learner Diversity: Developmental Characteristics, Needs and Interests



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SPARK Your Interest

Episode 2 provides me with an opportunity to observe learners of different ages and grade levels. It highlights the differences in their characteristics and needs as a future teacher. It is important for me to determine of learners characteristics and needs so that I will be able to plan and implement learning activities and assessments that are all developmentally appropriate.



TARGET Your Intended Learning

- The end of this episode I must be able to describe the characteristics, needs and interest of learners from different developmental levels. (PPST 3.1.1).



REVISIT the learning Essentials

Here are major principles of developmental relevant to this episode.

1. Development is relatively orderly. Development follows directional patterns, such as from the head to the toe (cephalocaudal) and from the center of the body then outwards (proximodistal).
2. Development takes place gradually.
3. All domains of development and learning - physical, social, and emotional, and cognitive - are important and they are closely interrelated. (NAEYC, 2009)
4. Development proceeds toward greater complexity, self-regulation, symbolic or representational capabilities. (NAEYC, 2009)



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OBSERVE, ANALYZE, REFELCT

Activity 2.1

Observing learner characteristics at different stages

Name of the FS Student: Rizza Joy A. Jane

Course: Field Study 1 Year and Section: 4th year Block A

Resource Teacher 1: Sir Kim Paolo Armin A. Torcelino VI Signature: 

Date: September 3, 2025

To realize the **Intended Learning Outcome**. Work my way through these steps:

Step 1 Observe 3 groups of learners from different levels (preschool elementary and high school).

Step 2 Describe each of the learners based on my observations.

Step 3 Validate by observation by interviewing the learners.

Step 4 compared them in terms of their interest and needs

Use the **observation guide and matrices** provided for you to document your observations.



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An Observation Guide for the Learner's Characteristics

Read the following statements carefully, then write your observation report on the provided space. Your teacher may also recommend another observation checklist if a more detailed observation is preferred.

Physical

- 1) Observe their gross motor skills, how they carry themselves, how they move, walk, run, go up the stairs, etc.
- 2) Observe their gross movements, clumsy or deliberate/smooth?
- 3) How about their fine motor skills? Writing, drawing, etc.

Social

- 1) Describe how they interact with teachers and other adults.
- 2) Note how they also interact with peers. What do they talk about? What are their concerns?

Emotional

- 1) Describe the emotional disposition or temperament of the learners. (happy, sad, easily cries, mood shifts)
- 2) How do they express their wants/needs? Can they wait?
- 3) How do they handle frustrations?
- 4) Describe your level of confidence as shown in their behavior. Are they self-conscious?

Cognitive

- 1) Describe their ability to use words to communicate their ideas. Note their language proficiency.
- 2) Describe how they figure out things. Do they comprehend easily? Look for evidence of their thinking skills.
- 3) What are their opportunities for problem solving? Describe how they showed problem solving abilities.



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Learners' Development Matrix

Record the data you gathered about the learners' characteristics and needs in this matrix. This will allow you to compare the characteristics and needs of learners at different levels. The items under each domain. Are by no means exhaustive. These are just sample indicators. You may add other aspects, which you may have observed.



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Development Domain	Preschooler Indicate age range of children observed: __	Elementary. Indicate age range of children observed: <u>6-12</u>	High school. Indicate age range of children observed: <u>13 up</u>
Physical Gross motor skills. Fine motor skills. Self help skills Others.	N/A	Always moving around, energetic, and loud but someone get clumsy They have better control on things.	The students are very attentive, alert, active, and engage . Students can manage their personal needs and school tasks on their own. They are aware and become conscious of appearance and physical changes during adolescence.
Social Interaction with teachers. Interaction with classmates/Friends. Interest. Others.		They listen and follow teacher's instruction. They enjoy playing or being with their peer/friends. Always shows appreciation and feelings openly. They are always curious and like to have fun.	They start to build relationship and value friendship with their peers. They become aself-aware about real-life and enjoy activities that are relatetable. They seek belongingness and are sometime influnce by their peer approval.
Emotional Moods and temperaments, Expression of feelings. Emotional independence. Others.		They shows are expressive to their emotions such as happiness, sadness, or frustration. Enjoy praise and can feel discourage without it.	Student often experince mood swings and someone struggle to express themselves. They becomes more self-concious and sensitive to how others perceived them.



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Cognitive Communication skills. Thinking skills. Problem solving skills. Others.		They seek comfort and approval from their teacher or adults.	They start to isolate themselves and learn on their own.
		They can share ideas but sometimes struggle to explain clearly.	They become an active participant of discussion and take control on their own learning.
		They can solve problems but with guidance of their teacher.	They become rationale, think critically, and engage in deeper discussion.
		They have short attention spans and distracted.	Developed learning strategy that is appropriate to them.



ANALYZE

Write the most salient developmental characteristics of the learners you observe. Based on these characteristics, think of implications for the teacher.

Example:

Level	Salient characteristics observed	Implications to the Teaching-Learning process
Preschool Age range of learners observed <u>3-4</u>	<ul style="list-style-type: none"> Preschoolers like to move around a lot. 	<ul style="list-style-type: none"> Therefore, the teacher should remember to use music and movement activities not just in PE, but in all subject areas. Therefore, teachers should not expect preschoolers to stay seated for a long period of time.



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Level	Salient characteristics observed	Implications to the Teaching-Learning process
Preschool Age range of learners observed ____	N/A	N/A
Elementary Age range of learners observed <u>6-12</u>	<ul style="list-style-type: none"> Learners are naturally curious and ask questions about what they see and hear. Very energetic and active, often finding it hard to stay seated. Learn through play, games, and engage Learners are very expressive, vividly shows their emotions. Show connection with their peers and comfort with their teacher. Motivated by colorful display, songs, and fun dances. 	<ul style="list-style-type: none"> Therefore, the teacher should prepare and interactive and engaging activities that allows students to move. Therefore, the teacher should include varied strategies such as games, hands on task that match their energy. Therefore, the teacher should provide positive reinforcement and praise to boost motivation and confidence of the learners.
High School Age range of learners observed <u>13 up</u>	<ul style="list-style-type: none"> Students become independent learners. They are more self-aware and sensitive about how they are perceived by their peers. They are very attentive and active in the class but easily distracted. They like to move around and noisy. They like to be surrounded by their friends and build relationship. 	<ul style="list-style-type: none"> Therefore, the teacher create a supported and positive learning space. Therefore, the teacher varied teaching strategies to accommodate diverse students. Therefore, the teacher should give a constructive feedback and reinforcement to motivate and build confidence. Therefore, the teacher should provide task that encourage collaboration. Therefore, the teacher should design the lesson that is interactive to capture attention and reduce off-task behavior.



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- High school learner's think more critically, asking more deeper questions.



REFLECT

- 1) While you were observing the learners, did you recall your own experience? Says when you were their age? What similarities or differences do you have with the learners you observe?

While I was observing the learners, memories of my own high school years suddenly came back to me. Seeing them reminded me of how exciting it felt to be a teenager, full of energy and curiosity. I realized how much I have grown over the years, not just physically but also in how I think and handle my emotions. I noticed that students are very engaged during class. They participate actively, share their thoughts, and even answer questions with confidence—even if some of them are unsure. This confidence is something I admire because, when I was at that grade, I was a bit shy and hesitant to speak up in front of the class, which prevent me from engaging and opportunity to slip away. I also observed how different their free time looks compared to mine. Most of them spend breaks using their devices, either playing games or watching videos while minimal student interact. When I was their age, I would spend my break talking with friends. This made me reflect on how technology has changed how students interact with one another and lessen them to build relationship with their peers. Overall, this observation made me appreciate the growth I have experienced since high school. It also opened my eyes to know how students today acquire knowledge, connect, and express themselves in ways that are shaped by the world they live in.

- 2) Think of a teacher you cannot forget for positive or negative reasons. How did she/he help or not help you with your needs (physical, emotional, social and cognitive)? How did it affect you?



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One teacher I will never forget is my Grade 10 adviser. She was an excellent teacher who delivered lessons effectively and with great compassion. She helped me a lot, especially with my emotional and cognitive needs. I remember she's a type of teacher that always willing to listen whenever I had concerns and encouraged me to keep trying, offering constant support not just to me but to the whole class. Because of this, I felt valued and became more confident in participating in class activities. Her lessons were always engaging and well prepared, which made learning enjoyable and meaningful for us, she teaches science with ease and confidence. She treated everyone fairly, never questioning student's abilities but encourage us to learn from it, and she truly understood us as individuals. A teacher like her inspired me to give my best efforts, not only in academics but also in how I faced challenges in life. Sometimes I think about how different things would be if she had never been my adviser, I would not have gained great lessons and values that continue to help me where I am today and she's also one of the reason why I'm in this path.

3} Share your other insights here.

As I observed and watched the students' behavior in class, I couldn't help but notice the contrast—some were full of energy, eagerly raising their hands and sharing ideas, while others stayed quiet and simply listened. This made me reflect on how each student learns differently. I realized that as a future teacher, I need to find ways to engage both the active ones and the reserved ones so everyone feels included and motivated to participate in class. I also notice how well the students use technology as part of their learning. Many of them are already comfortable with gadgets, so whenever they have presentation they lareday know how to control and set up devices and use technological tool that make lessons more engaging.



SHOW Your Learning Artifacts



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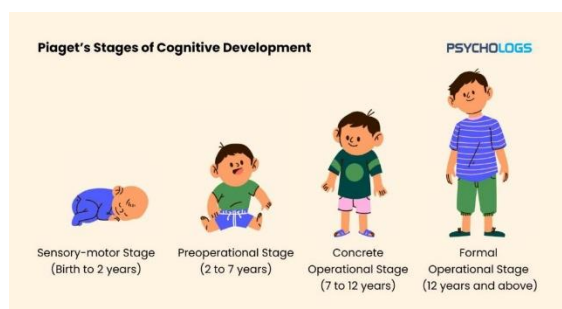
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Which is your favorite of development. How can this guide you as a future teacher? Clip some readings about this theory and paste them here.

My favorite theory of development is Piaget's Cognitive Development Theory because it explains how learners think and understand the world systematically. As stated by Piaget, children are not empty vessels; they are the builder of their own understanding. This notion emphasize that students are not seen as a passive receiver of knowledge but rather an active participants who act as a catalysts in their own learning. As a future educator, I will use this framework to tailor my teaching strategies, create lessons and guide me to plan activities that are appropriate to the learner's cognitive abilities, making sure lessons are not too easy or too hard but just right to challenge them and help them grow. Understanding Piaget's development will help me promote active learning, where students learn through immersing themselves in hands-on activities and allow them to discover. Additionally, the key realization I have in this cognitive development is when a teacher understand how student behave and perceived the actual world, teacher become more compassionate and patient.





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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 2 -Learner Diversity: Developmental Characteristics, Needs, and Interests
Learning Outcome: Determine the characteristics characteristics, needs and interest of learners from different developmental levels.

Name of FS Student: Rizza Joy A. Jane

Date Submitted: September 7, 2025

Year&Section: 4th year Block A

Course: Field Study 1

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		
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



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

September 5, 2025
Date