Classroom Assessment in the K to 12

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Activity 1: Answer the following Questions

- How do you use assessment inside the classroom?
- What are the different forms of assessment you use when you teach?
Objectives

- Be informed on the features of the K to 12 assessment framework
- Prepare an instructional plan integrating assessment and instruction
Major features: DepEd K to 12 Classroom Assessment

<table>
<thead>
<tr>
<th>Sources</th>
<th>Content Standards</th>
<th>Performance Standards</th>
<th>Learning Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms</td>
<td>Diagnostic</td>
<td>Formative</td>
<td>Summative</td>
</tr>
<tr>
<td>Approach</td>
<td>Assessment &quot;for&quot; Learning</td>
<td>Assessment &quot;for&quot; Learning</td>
<td>Assessment &quot;of&quot; Learning</td>
</tr>
<tr>
<td>Taxonomy</td>
<td>Before: KPUP</td>
<td>Cognitive Process Dimension (Revised Bloom's Taxonomy)</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>Before the lesson</td>
<td>During the lesson</td>
<td>After the lesson</td>
</tr>
<tr>
<td>Marking (Summative)</td>
<td>Written Work</td>
<td>Performance task</td>
<td>Quarterly Assessment</td>
</tr>
</tbody>
</table>
Principles of Assessment

1. P1: Assessment should be well-aligned with educational standards intended for learners.
2. P2: Formative assessment needs to scaffold students in the summative assessment.
3. P3: Assessment should become more like instruction.
4. P4: Assessment results need to be used by teachers to help students learn better.
5. P5: Assessment is not used to threaten and intimidate students.
6. P6: The teacher needs to engage in a PLC to engage in better assessment.
7. P7: Assessment is a technical competency.
Assessment Principles

- **Principle 1:** Assessment should be well aligned with students’ objectives, competencies, and educational standards.
### Assessment is Standards-Based

- Align the kind of items you write based on given standards.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>CONTENT STANDARDS</th>
<th>PERFORMANCE STANDARDS</th>
<th>LEARNING COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4 – Matter</strong></td>
<td><strong>FIRST QUARTER/FIRST GRADING PERIOD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Properties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1. Properties used to group and store materials</td>
<td>The Learners demonstrate understanding of... grouping different materials based on their properties</td>
<td>The Learners should be able to... Recognize and practice proper handling of products</td>
<td><strong>The Learners should be able to...</strong></td>
</tr>
<tr>
<td>1.2. Importance of interpreting product labels</td>
<td></td>
<td></td>
<td>1. classify materials based on the ability to absorb water, float, sink, undergo decay;</td>
</tr>
<tr>
<td>1.3. Proper disposal of waste</td>
<td></td>
<td></td>
<td>2. identify the effects of decaying materials on one’s health and safety;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. demonstrate proper disposal of waste according to the properties of its materials;</td>
</tr>
</tbody>
</table>
Example 1: Constructive alignment

- Classify materials based on its ability to absorb water, float, sink, undergo decay
- Item:
- Which of the following materials will float in water?
- A. Styrofoam
- B. foam
- C. metal
- D. glass
Example 2: Constructive Alignment

- Demonstrate proper disposal of waste according to the properties of its materials
- Performance task
- **Final Output**: A slide show with illustrations showing proper disposal of materials.
- **Task**: Take a photo on how to properly dispose the following materials: plastic bottles, food scrap, papers. Present the picture in class and explain the procedure.
- **Criteria**: Accuracy of disposal procedure, ability to explain, clarity of illustrations
Principle 2: The formative assessment needs to scaffold students in the summative assessment.
What is Formative Assessment?

<table>
<thead>
<tr>
<th>WHAT IS NOT FA?</th>
<th>WHAT IS FA?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative Assessment is <strong>not</strong> an instrument, or event.</td>
<td>• Collection of practices that all lead to student learning improvement.</td>
</tr>
<tr>
<td>• It is <strong>not</strong> used for grading!</td>
<td>• Tool for the teachers to determine what they need to do <strong>to move the learner forward</strong>.</td>
</tr>
<tr>
<td>• It is <strong>not</strong> used as a punishment for students if they misbehave.</td>
<td>• A technique to help the students optimize learning</td>
</tr>
</tbody>
</table>

(Black & William, 2003; Stiggins, 2002)
What is Formative Assessment?

- Formative assessment is a continuous and several assessment done during the instructional process for the purpose of improving teaching or learning (Black & William, 2003)

- What makes formative assessment formative is that it is immediately used to make adjustments to help students learn the lessons better.
Delivering Formative Assessment

Make learners aware of the learning goal

Determine current status of students

Move students closer to the goals

Feedback to Students
- Immediate
- Specific

Evaluation of Student Progress
- Observation
- Questioning
- Self-evaluation

Instructional Correctives
- Next Steps
- Student Activities

(McMillan, 2007)
Clarifying Formative Assessment?

- A formative assessment is effective with how it is embedded in the instruction to promote learning (McMillan, 2005).
- Assessment without the use of instructional change is not formative.
- Instructional correctives should be delivered differently with how the lesson was previously delivered (Black & William, 2009).
Individual Student Progress

IN TERMS OF
What Students Learn or Did not Learn

IN TERMS OF
What Students Can or Can’t not Do

GENERATES
Timely Student Achievement Information

TO MONITOR

TO EVALUATE

Instructional Effectiveness
(Team or Individual)

ADDRESSED BY
Modifying Instruction

WARRANTS
Re-teaching

(Ainsworth & Viegut, 2006)
Formative Assessment Before the lesson

<table>
<thead>
<tr>
<th>Parts of the Lesson</th>
<th>Purpose</th>
<th>Examples of Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For the Learner</td>
<td>For the Teacher</td>
</tr>
<tr>
<td>1. Know what s/he knows about the topic/lesson</td>
<td>1. Get information about what the learner already knows and can do about the new lesson</td>
<td>1. Agree/disagree activities</td>
</tr>
<tr>
<td>2. Understand the purpose of the lesson and how to do well in the lesson</td>
<td>2. Share learning intentions and success criteria to the learners</td>
<td>2. Games</td>
</tr>
<tr>
<td>3. Identify ideas or concepts s/he misunderstands</td>
<td>3. Determine misconceptions</td>
<td>3. Interviews</td>
</tr>
<tr>
<td>4. Identify barriers to learning</td>
<td>4. Identify what hinders learning</td>
<td>4. Inventories/checklists of skills (relevant to the topic in a learning area)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. KWL activities (what I know, what I want to know, what I learned)</td>
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<tr>
<td></td>
<td></td>
<td>6. Open-ended questions</td>
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<td></td>
<td></td>
<td>7. Practice exercises</td>
</tr>
<tr>
<td>Parts of the Lesson</td>
<td>Purpose</td>
<td>Examples of Assessment Methods</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Lesson Proper</td>
<td>For the Learner</td>
<td>1. Identify one’s strengths and weaknesses&lt;br&gt;2. Identify barriers to learning&lt;br&gt;3. Identify factors that help him/her learn&lt;br&gt;4. Know what s/he knows and does not know&lt;br&gt;5. Monitor his/her own progress</td>
</tr>
<tr>
<td></td>
<td>For the Teacher</td>
<td>1. Provide immediate feedback to learners&lt;br&gt;2. Identify what hinders learning&lt;br&gt;3. Identify what facilitates learning&lt;br&gt;4. Identify learning gaps&lt;br&gt;5. Track learner progress in comparison to formative assessment results prior to the lesson proper&lt;br&gt;6. To make decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements</td>
</tr>
</tbody>
</table>
### Formative Assessment Before the Lesson

<table>
<thead>
<tr>
<th>Parts of the Lesson</th>
<th>Purpose</th>
<th>Examples of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After Lesson</strong></td>
<td>1. Tell and recognize whether s/he met learning objectives and success criteria 2. Seek support through remediation, enrichment, or other strategies</td>
<td>1. Assess whether learning objectives have been met for a specified duration 2. Remediate and/or enrich with appropriate strategies as needed 3. Evaluate whether learning intentions and success criteria have been met</td>
</tr>
</tbody>
</table>
How will Teachers Do It?

- Formative Assessment is only effective when teachers are clear about their intended learning goals for a lesson.
- Teachers should focus on what students will learn.
- Teachers should share the learning goals (or actively create it with the students), at the beginning of the lesson.
# Intersection

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th></th>
<th>Summative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individual</td>
<td>Collaborative</td>
<td>Individual</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Before Instruction</td>
<td>X</td>
<td>X</td>
<td>Written Work</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>During Instruction</td>
<td>X</td>
<td>X</td>
<td>Performance Task</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>After Instruction</td>
<td>X</td>
<td>X</td>
<td>Quarterly Assessment</td>
<td>X</td>
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<tr>
<td></td>
<td></td>
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<td>X</td>
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</tbody>
</table>
# Summative Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Work</td>
<td>Express skills and concepts in written form</td>
<td>Quizzes, long tests, essays, written reports</td>
</tr>
<tr>
<td>Performance Task</td>
<td>Show and demonstrate what learners can do</td>
<td>Demonstration, group presentations, oral work, multimedia presentations, research projects (written works such as essays)</td>
</tr>
<tr>
<td>Quarterly Assessment</td>
<td>Measure students learning at the end of the quarter</td>
<td>Objective tests and performance-based assessment</td>
</tr>
</tbody>
</table>
# Weights for Grades 1-10

<table>
<thead>
<tr>
<th>Components</th>
<th>Languages</th>
<th>AP</th>
<th>EsP</th>
<th>Science</th>
<th>Math</th>
<th>MAPEH</th>
<th>EPP/TLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Work</td>
<td>30%</td>
<td></td>
<td></td>
<td>40%</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>50%</td>
<td></td>
<td></td>
<td>40%</td>
<td></td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Quarterly Assessment</td>
<td>20%</td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>
# Weights for the SHS

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Academic Track</th>
<th>Technical-Vocational and Livelihood (TVL)/Sports/Arts and Design Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All other subjects</td>
<td>Work Immersion/Research/Business Enterprise Simulation/Exhibit/Performance</td>
</tr>
<tr>
<td>Written Work</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Performance Tasks</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td>Quarterly Assessment</td>
<td>25%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Assessment Principles

- **Principle 3**: Assessment should become more like instruction.
Zone of Proximal Development

- Unity of instruction and assessment

Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.
Intentional Teaching (ASCD)

- Devote time on essential skills that are indicated in the standards (teaching is aligned with standards)
- Established success criteria
- Use a subject-matter budget to see how many standards can be mastered within a quarter
Intentional teaching

Is instruction and intervention purpose-driven?

Do all students experience curriculum that is aligned with grade-appropriate content and performance standards?

Do teachers and students share agreements about success is determined and measured?
Principle 4: Assessment results needs to be used by teachers to help students learn better.
Assessment OF Learning

- Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning.
- It often contributes to pivotal decisions that will affect students’ futures.
Think about these…

- Are our current approaches to assessment improving student learning?
- How can we use assessment to help all our students *want* to learn?
- How can we help them feel *able* to learn?
- How can we be sure that our assessment instruments, procedures, and scores serve to help learners *want* to learn and feel *able* to learn?
Assessment FOR Learning

In assessment *for* learning, teachers use assessment as an *investigable tool* to find out as much as they can about

- what students know and can do,
- confusions,
- preconceptions,
- gaps they might have.

Provides the basis for determining *what* they need to do next to move student learning forward.
How is Assessment FOR Learning done?

- Understanding and articulating targets in advance of teaching/learning *(formative Assessment)*
- Informing students about learning goals in terms that students understand, from the very beginning of the teaching and learning process *(Formative Assessment)*
- Becoming *assessment literate* and able to transform expectations into assessment exercises and scoring procedures that accurately reflect student achievement
How is Assessment FOR Learning done?

- Using classroom assessment to build students’ confidence in themselves as learners and help them take responsibility for their own learning
- Translating classroom assessment results into frequent descriptive feedback, providing students with specific insights as to how to improve
- Continuously adjusting instruction based on the results of classroom assessment
How is Assessment FOR Learning done?

- Engaging students in regular self-assessment, with standards held constant so that students can watch themselves grow over time.
- Actively involving students in communicating with their teacher and parents about their achievement status and improvement.

Source: Stiggins, 2002
Assessment AS Learning

- Assessment as learning focuses on students and emphasizes assessment as a process of metacognition (knowledge of one’s own thought processes) for students.

- Students reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

- Helps students to take more responsibility for their own learning and monitoring future directions.
Assessment Principles

- **Principle 5:** Assessment is NOT used to threaten and intimidate students.
Mistaken Beliefs about assessment

- Mistaken beliefs about how to use assessment to support school improvement:
  1. High-stakes tests are good for all students because they motivate learning
  2. If I threaten to fail you, it will cause you to try harder
  3. If a little intimidation doesn’t work, use a lot of intimidation
Mistaken Beliefs about assessment

4. The way to maximize learning is to maximize anxiety

5. It is the adults who use assessment results to make the most important instructional decision.
**Assessment Principles**

- **Principle 6:** The teacher should encourage the learning community to engage in assessment.
The Professional Learning Community

- Driving the initiative, followed by inevitable implementation problems, the conclusion that the reform has failed to bring about the desired results, abandonment of the reform, and the launch of a new search for the next promising initiative.
- Big Idea 1: Ensure that students learn
- Big idea 2: A culture of collaboration
- Big Idea 3: Focus on Results
Assessment Principles

- **Principle 7:** Assessment is a technical competency.
Technical competencies

- Utilizing assessment to make decisions about the instruction, learners, and the school
- Interpreting assessment information
- Identifying appropriate indicators of learning
- Communicating assessment information to stakeholders
- Recognizing unethical procedures in assessment
Download slide at:

- http://www.slideshare.net/crlmgn/k-to-12-classroom-assessment-ppt
Workshop

- Create an instructional plan integrating assessment and instruction for one learning competency.
- Use one objective and list the learning experience or procedure.
- Show specifically in the procedure the flow of the lesson and how assessment is integrated before, during, and after the lesson.