

# ASSESSMENT AND RATING OF LEARNING OUTCOMES for Elementary Schools



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# Match sticks



Match sticks

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# Activity



- Who are responsible for learning? Why?
  - Why do we assess learning?
  - How do we assess learning?
1. Think on your own first.
  2. Pair up and share your responses to the questions
  3. Share in a small group.

# Assessment and Evaluation

Assessment and Evaluation are fundamental components of the teaching and learning process



# Assessment and Evaluation

Assessment is the process of collecting and documenting information on individual pupil learning



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Evaluation is the process of analyzing, reflecting, summarizing and making decisions based on assessment results.

# Purpose of Assessment

Assessment is to inform teaching  
Assessment is to improve teaching

**Purpose**

# Assessment as learning

- Assessment develops in the learner personal responsibility for learning. It begins as the learner becomes aware of the goals of instruction and the criteria for performance. He/ she generates his/her personal learning goals based on standards set, monitors his/her progress by regularly undertaking informal and formal self-assessment and by actively reflecting on his/her progress (meta-cognition) in relation to his/her personal goals.

# Assessment for learning

- This refers to formative assessment. The teacher and learner use assessment primarily to improve learning and teaching. It is about assessing progress, analyzing and feeding back the outcomes of assessment positively and constructively. It is given at the beginning of teaching (diagnostic) or in the process of teaching (formative) to guide instruction and decision making

# Assessment of learning

- This is referred to as summative assessment. It is designed to measure the learners' achievement at the end of a unit or module or quarter to determine what he/she has learned in comparison with content and performance standards. The assessment results are the bases of grades or marks which are communicated to learners and parents.

# Assessment

- Learning is active in the classroom.
- Assessing the process of learning is critical and it should occur while learning is happening
- Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities.



# Assessment



- Instruction should be assessment-driven.
- Assessing pupil learning should occur within natural classroom encounters with pupils working individually or in small groups.
- Assessment should be frequent, well-planned and well-organized for teachers to be able to track the progress of each child towards meeting the curriculum outcomes.

Under the K to 12 curriculum, pupils will be assessed at four levels and shall be weighted as follows: (DepEd Order No. 31, s. 2012)

<b>Level of Assessment</b>	<b>Percentage Weight</b>
Knowledge	15%
Process or Skills	25%
Understanding(s)	30%
Products/Performances	30%
	100%

## The levels are defined as follows:

1. **Knowledge** – refers to the substantive content of the curriculum, the facts and information that the student acquires
2. **Process** – refers to cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understandings



# The levels are defined as follows:

3. **Understandings** – refers to enduring big ideas, principles and generalizations inherent to the discipline, which may be assessed using the facets of understanding

*a. Explanation* – explain concepts, principles, and processes, give examples, justify answers, show reasoning  
make insightful connections

*b. Interpretation* – make it personal through images, anecdotes, analogies, stories and models

*c. Application* – can adapt/transfer understanding into real contexts



# The levels are defined as follows:

4. **Products/Performances** – refer to real-life applications of understandings as evidenced by the student's performance of authentic tasks. It considers children's MI.

**Products** are outputs of learner's creative application of understanding

**Performances** are skillfull exhibitions or creative execution of a process



**Assessment can be through**



**traditional assessments  
alternative assessments**

# Instruments and Techniques of Assessment

## a. Traditional assessments

- are tests given to the students to measure how much the students have learned
- contain different types of questions such as multiple-choice, true-false, fill-ins, essays, sentence completions, matching response, etc.

# Instruments and Techniques of Assessment

## b. Alternative Assessment

- Observation
- Student journals
- Performance assessment
- Project and investigation



# Instruments and Techniques of Assessment

## b. Alternative Assessment

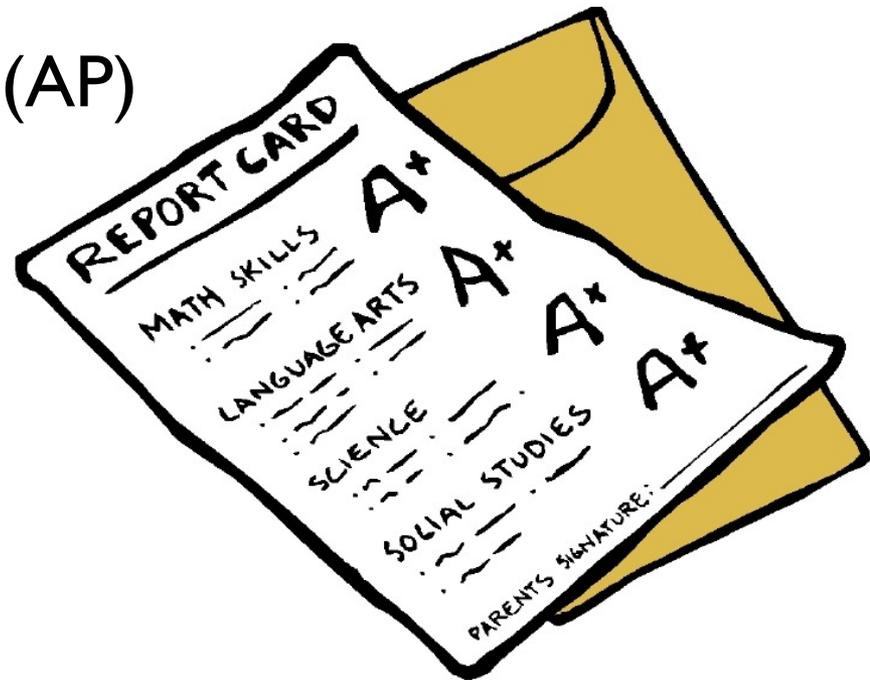
- Open-ended questions
- Student portfolio
- Interview
- Role Play
- Checklist



# Report Card (DepED Order No. 73, s. 2012)

At the end of the quarter, the performance of students shall be described based on the following levels of proficiency:

- Beginning (B)
- Developing (D)
- Approaching Proficiency (AP)
- Proficient (P)
- Advanced (A)



# Definition of Levels of Proficiency

- Beginning – The student at this level **struggles with his/her understanding**; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding.
- Developing – The student at this level possesses the **minimum** knowledge and skills and core understandings, but **needs help** throughout the performance of authentic tasks

# Definition of Levels of Proficiency

- Approaching Proficiency – The student at this level **has developed** the fundamental knowledge and skills and core understandings and, **with little guidance from the teacher and/or with some assistance from peers**, can transfer these understandings through authentic performance tasks.

# Definition of Levels of Proficiency

- Proficient – The student at this level **has developed the fundamental knowledge and skills and core understandings** and, and can transfer them **independently** through authentic performance tasks.

# Definition of Levels of Proficiency

- Advanced – The student at this level **exceeds the core requirements** in terms of knowledge, skills and understandings and, and can transfer them **automatically and flexibly** through authentic performance tasks.

# Comparison of Levels of Proficiency

Indicators	Beginning	Developing	Approaching Proficiency	Proficient	Advanced
Acquisition of Knowledge, Skills and Understanding	Struggling or have not acquired	Minimum	Fundamental	Fundamental	Exceeding
Transfer of Knowledge/ Application of Knowledge		Needs help	With little guidance from the teacher or some assistance from peers	Independent	Automatic and flexible

The level of proficiency shall be based on numerical value

<b>Level of Proficiency</b>	<b>Equivalent Numerical Value</b>
Beginning (B)	74% and below
Developing (D)	75 – 79%
Approaching Proficiency (AP)	80 – 84%
Proficient (P)	85 – 89%
Advanced (A)	90% and above

# Assessment of Level of Knowledge (15%)

## Suggested assessment tools

- I. **Selected-response Item** – provide several response options to the students, and the student selects from among the options.
  - a. Multiple Choice Test
  - b. True or False
  - c. Matching Type

(Testing to Learn- Learning to Test by Joanne Capper page 45)

# Assessment of Level of Knowledge (15%)

## Suggested assessment tools

2. **Constructed response type of test** ask the student to create or construct a response. It can be used to determine if the pupil's knowledge of facts is of sufficient, breadth and depth. A rubric or scoring guide is necessary

- a. Essay tests
- b. Fill-in-the-blanks
- c. Performance tasks e.g. giving a speech or designing an experiment)

## 3. Periodic Test

(Testing to Learn- Learning to Test by Joanne Capper page 45)

# Assessment of Process or Skills (25%)

The focus is on how pupils construct meanings or makes sense of the facts and information.

- Outlining, organizing, analyzing, interpreting, translating, converting, or expressing the information in another format;
- Drawing analogies
- Constructing graphs, flowcharts, and maps or graphic organizers



# Assessment of Process or Skills (25%)

- Transforming a textual presentation into a diagram
- Drawing or painting pictures
- Doing role plays
- Periodic/Written Tests



# Assessment of Understanding (s) (30%)

## a. Oral Discourse/Recitation

- Explain/justify something based on facts/data, phenomena or evidence
- Tell/retell stories
- Make connections of what was learned within and across learning areas
- Apply what has been learned in situation



# Assessment of Understanding (s) (30%)

## *b. Portfolio*

- Collection of evidence like images, anecdotes etc. to demonstrate mastery and interpretation of a given set of concepts.

## *c. Open-ended tests/Periodic Test*

# Assessment of Products/Performances (30%)

- Participation (e.g in group activities/projects)
- Projects
- Homework
- Experiments
- Portfolio
- Periodic Test (when applicable)
- Other Outputs



# Marking for MAPEH

- There shall be one rating for MAPEH which is the average of the four components

Example:

Music	84	AP
Art	88	P
P.E.	90	A
Health	<u>89</u>	P
	$351\frac{1}{4} = 87.75$	
	Round to 88.00	P

## Marking for Oral Fluency in Filipino and English

- Assessment of Oral Fluency in Filipino and English shall also be at four (4) levels Knowledge (15%), Process/Skills (25%), Understandings (30%) and Product/Performance (30%).
- Oral tests shall be given with corresponding rubrics

# Marking Oral Fluency in Filipino and English

## Examples of Activities/Oral Tests for Assessing Oral Fluency (Using Rubrics)

- Retelling Personal Stories
- Retelling Stories
- Role playing a Dialogue
- Storytelling by Turns
- Spotting Differences and Similarities
- Interview
- My Favorite Cartoon Character
- Other Oral Tests

# Assessing the Mother Tongue Subject

- Since MT is a language subject, its assessment follows the four levels of assessment with its corresponding weight and the level of proficiency as indicated in DO No. 31 s. 2012. MT should not be treated as a different or distinct subject from the rest of the subjects.

# Marking for the Character Traits

- Existing Guidelines stipulated in DepEd Order No. 33, s. 2004 for Marking Character Traits shall be applied.

## Marking for the EsP

- Existing Guidelines stipulated in DepEd Order No. 26, s. 2005 for Marking Character Traits shall be applied.

# **Scoring Quizzes and Periodic Test (Refer to DepEd Order No. 33, s. 2004, Paragraph 5)**

- Transmutation table shall not be used in computing grades. Test scores for quizzes shall be recorded as raw scores, totaled at the end of a grading period and then computed as percentage ( $\text{Pupils Total Score} \div \text{Highest Possible Score} \times 100$ ). Periodic test score shall also be computed as percentage using the same formula.

# Scoring Quizzes and Periodic Test ( Use of Existing Policies)

- For periodic test, total points may also be also 100. If total number of items is below 100, divide the raw score of an individual pupil by the total number of items to get the percent equivalent (Achievement Rate)

# **Rating Oral Participation, Group Participation, Projects, Performances, Homework, Experiments, Portfolio, and Other Outputs**

- Rubrics shall be utilized for rating individual or group participation, project, performances etc.

(Teachers are encouraged to prepare their own rubrics)

# Use of Scoring Rubrics

- Rubric as “rules of the game” (Bednarski, 2003). A specific set of “instructions” for a specific task, a rubric informs the student of what needs to be done-and at what level-to meet each criteria. A rubric is best used for multifaceted task or a task to be done-over a period of time. A manager may also want to develop a rubric for a task that is done repeatedly.

# Three basic elements define a scoring rubric.

- Outcomes or parts of the task- include the content and format of the the task which are best stated in general terms.
- Standards or Level of Excellence
- The Indicators – are the “heart of the rubric. Clearly indicate the or determine the quality expected from each personnel for each of the criteria to achieve mastery.

# Computation of Final Rating for a Learning Area

- The Final Grade for each Learning area shall be reported as the average of the four quarterly grades and to be expressed in terms of the levels of proficiency with the numerical equivalent written in parenthesis.

Example: First Grading	88
Second Grading	90
Third Grading	91
Fourth Grading	<u>92</u>
	$361 / 4 = 90.25$
	A(90.25)

# Computation of General Average

- The General Average shall be the average of the final grades of the different learning areas, also expressed in terms of levels of proficiency with the numerical equivalent correct to two (2) decimal places in parenthesis.

Example: P (89.25)

# Rounding Numbers

- Rounding numbers to the nearest whole number is applied when computing for the rating of each learning area for a quarter or grading period.

# Rounding Numbers

- Rounding numbers to the nearest hundredths is applied when computing for the final rating of each learning area.
- The general average shall be expressed correct to two (2) decimal places. (Example.A (90.25))

# Promotion and Intervention

- Like those in the Advanced, Proficient and Approaching Proficiency, pupils in the Developing (D) level of proficiency as the general average, shall be promoted to the next grade level.
- Appropriate intervention is necessary for those in the Developing Level.

# Promotion and Intervention

- Pupils at the Beginning (B) Level of proficiency after a specific quarter for any learning area, shall be provided with immediate and appropriate intervention or referred to special programs in order to be able to cope with the rest of the class.

# Promotion and Intervention

- Pupils at the Beginning (B) Level of Proficiency as the general average after a school year, despite the interventions provided, shall be provided special instruction in June of the next school year in the learning areas where they need help to be able to cope up in the next grade level.

Reference: DepEd Order No. 14, s. 2013

“Strengthening the K to 12 BEP Delivery System in Elementary Education”



a flyin' high  
thank you  
just for you!

