

FIELD STUDY 1 – Learning Episode 12

Assessment For Learning and Assessment AS Learning (Formative Assessment)

OBSERVE, ANALYZE, REFLECT

Activity 12.1

Observing Assessment FOR Learning Practices (Formative Assessment)

Resource Teacher: Mrs. Marissa Tripulca School: Taysan Elementary School

Grade/Year Level: 3-Maya

Subject Area: Filipino

OBSERVE

What Teacher Said	Tally	Total
➤ Did you understand class?	IIIIII	6
➤ Do you have any question?	IIII	4
➤ Clarification?	III	2
What Teacher Did	Tally	Total
➤ Answer again the question	IIIIIIIIII	12
➤ Review the students	IIII	5

1. Observe what Teacher does or listen to what Teachers says to find out if the students understood the lesson while teaching-learning is in progress.
2. Did the teacher ask the class “Did you understand”? If she did, what was the class’ response?
 - Yes, teacher keep on asking it after she discuss the lesson. Some of the class answer yes but the others did not respond for it.
3. Did the students make the teacher feel or sense they did not understand the lesson or a part of the lesson? How?
 - Some students did not respond to the teacher when she asking to them if they understand the lesson.
4. If they did, how did the teacher respond?
 - When teacher feels that the students did not understand and they not respond to his/her question if they understand the lesson teacher say “ okay I will the one to ask a question to you.”
5. Were the students given the opportunity to ask questions for clarification? How was this done?
 - Yes, but they always keep on saying that they understand the lesson.
6. If she found out that her/his lesson was not clearly understood, what did teacher do? Did you observe any of these activities? Please check.

- Peer tutoring (Tutors were assigned by teacher to teach one or to classmates)
- Each-one-teach-one (Students paired with one another)
- Teacher gave a Module for more exercise for lesson mastery
- / Teacher did re-teaching

7. If she engaged himself/herself in re-teaching, how did she do it? Did he/she use the same teaching strategy? Describe.

- No, she approaches it differently by asking where she did not understand.

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

If yes, how?

- Yes, by checking on them individually.

1. Why should a teacher find out if students understand the lesson while teaching is in progress? It is not better to do a once-and-for-all assessment at the completion of the entire lesson?
 - Checking for understanding is important because it helps educators make the most of instructional time. It's a daily basis activity, not one reserved for observation days. If we want students to retain the subject matter, we need to incorporate these checks into every lesson.
2. Why is not enough for a teacher to ask "Did you understand, class?" when he/she intends to check on learners' progress?
 - Because learner's progress are not just measured through question and answer. Of course, the learners will not say that they do not understand because they are afraid to be reprimanded or they just don't want to prolong the agony of staying in the class longer. The teacher can check the progress through a test/quiz, performance activity, project making, and many more. through these tools, the teachers will be able to track and determine the least learned skills and the most learned skills. There should always be data that will support on how to assess the learners' progress. This way, the teacher will be able to find an intervention to help the learner understand the subject much better.
3. Should teacher record results of formative assessment for grading purposes? Why or why not?
 - No, because it helps them improve their chances of passing the driving test, is useful to students, and a grade is not necessary.
4. Based on your observations, what formative assessment practice worked?
 - More on reflection where they give their own experience in the given situation.
5. For formative assessment, why is peer tutoring in class sometimes seen to be more effective than teacher himself/herself doing the re-teaching or tutoring?
 - Because peer tutoring allows for higher rates of student response and feedback, which results in better academic achievement. It also creates more opportunities for students to practice specific skills, which leads to better retention. The student tutor gains a deeper understanding of a topic by teaching it to another student.
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, many educators and experts believe that formative assessment is an integral part of effective teaching. In contrast with most summative assessments, which are deliberately set apart from instruction, formative assessments are integrated into the teaching and learning process. Formative assessments are commonly contrasted with summative assessments, which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. In other words, formative assessments are for learning, while summative assessments are of learning.

REFLECT

- Formative assessment is tasting the soup while cooking. Reflect on this and write your reflections.
- Should you record results of formative assessment? Why or why not?

“When the cook tastes the soup, that’s formative; when the guests taste the soup, that’s summative.” It means that when a cook tastes the soup, she is primarily interested in getting information that will help her know if she needs to modify the soup before it is done and cannot be changed. By the time the customer eats the soup, it is done and no changes can be made by the cook. The important takeaway is that they both taste the soup for different reasons.

- No, we should not record the result of formative assessment because it helps them improve their chances of passing the driving test, is useful to students, and a grade is not necessary. [And] students writing college-application essays generally appreciate formative-assessment information, because they are committed to crafting a successful essay.”

SHOW Your Learning Artifacts

1. My Accomplished Observation Sheet

2. My Analysis

3. My Reflection

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



Activity 12.2 Observing Assessment AS Learning Practice (Self-Assessment)

Resource Teacher: Mrs. Marissa Tripulca School: Taysan Elementary School

Grade/Year Level: 3-Maya

Subject Area: Filipino

OBSERVE

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

Teacher	My Observation
1. Did teacher provide opportunities for the learners to monitor and reflect on their own learning?	Yes, teacher asks about what they learned in the lesson that she discussed. And they have an opportunity to answer the question in the books.
2. What are proofs that students were engaged in self-reflection, self-monitoring and self-adjustment?	Teacher give a quiz and it have a reflection about their own experience in specific situation.
3. Did students record and report their own learning?	- Yes.
4. Did the teacher create criteria with the students for tasks to be completed or skill to learned?	- Yes, to have a based in their explanation.

ANALYZE

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

- I agree on it because assessment can be viewed as being a means of helping students to learn, a way of reporting on student progress, and a way of making decisions about teaching.

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

- Yes, it is had which all it wants is the improvement of the students and at the same time improvement of the teacher in teaching.

REFLECT

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

- I remember my elementary teacher keep on asking if we have any question and me as I am scared to attract or get reprimanded by him, I keep on saying I understand but along the way of it the lesson can't get into my mind and as result of it I failed into his exam. I think if my teacher were so kind, I passed my exam that day because I am not scared to asked a question to him and I will understand his lesson. In this situation it shows that assessment cannot based only at the learners but also to his/her teacher if he/she approachable and have different style to teach to his/her learners might have a good result in the exam.

SHOW Your Learning Artifacts

1. My Accomplished Observation Sheet
2. My Analysis
3. My Reflection

LINK Theory to Practice

1. The primary purpose of assessment is to ensure learning. Which assessment are referred to?

- I. Assessment *as learning*
- II. Assessment *for learning*
- III. Assessment *of learning*

- A. I, II and III
- B. I and III

- C. I and II
- D. II and III

2. Research shows that when students help develop questions for an assessment, and have a deeper understanding of what they are expected to learn before they take the assessment, they take a greater responsibility of their own learning. Which assessment is referred to?

- A. Assessment *as learning*
- B. Assessment *of learning*

- C. Assessment *for learning*
- D. Assessment *in learning*

3. DepEd Order No. 8, s. 2015 states, "Assessment is a process that is used to keep track of learners' progress in relation to learning standards....., to promote self-reflection and personal accountability among students about their own learning....."

Which assessments are referred to by the DepEd memo?

- I. Assessment *as learning*
- II. Assessment *for learning*
- III. Assessment *of learning*

- A. I only
- B. II and III

- C. I and II
- D. I, II and III

4. You check for understanding in the midst of your lesson. In which form /s of assessment are you engaged?

- A. Assessment *as learning*
- B. Assessment *for learning*

- C. Assessment *of learning*
- D. Assessment *of and for learning*

5. Assessment FOR learning is ongoing assessment that allows teachers to monitor students on day-to-day basis and modify their teaching based on what the students need to be successful. Is the statement is TRUE?

- A. Yes
- B. No

- C. Somewhat
- D. TRUE except the clause after *and*

6. It develop and supports students' metacognitive skills. Which is referred to?

- A. Assessment *as learning*
- B. Assessment *for learning*

- C. Assessment *of learning*
- D. Assessment *in learning*

7. Which for of assessment is crucial in helping students become lifelong learners?

- A. Assessment *of learning*
- B. Assessment *for learning*

- C. Assessment *as learning*
- D. Assessment *in learning*

8. Which is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding?

A. Assessment *of learning*

C. Assessment *as learning*

B. Assessment *for learning*

D. Assessment *in learning*

9. Which practices required for assessment as learning to be effective?

I. Discuss the learning outcomes with the students.

II. Create criteria with the students for the various tasks that need to be completed and/or skills that need to be learned or mastered.

III. Provide feedback to students as they learn and ask them guiding questions to help them monitor their own learning.

IV. Help them set goals to extend or support their learning as needed in order to meet or fully meet the expectations.

V. Provide reference points and examples for the learning outcomes.

A. I, II and III

C. III, IV and V

B. I, III, IV and V

D. I, II, III, IV and V

10. In which type of assessment are students expected to go beyond completing the task assigned to them by their teacher and so students move from the passive learners to active owners of their own learning?

A. Assessment *as learning*

C. Assessment *of learning*

B. Assessment *for learning*

D. Assessment *in learning*

11. Which assessment is linked to tasting the soup while in the process of cooking the soup?

A. Assessment *as learning*

C. Assessment *of learning*

B. Assessment *for learning*

D. Assessment *in learning*