



Republic of the Philippines  
Department of Education  
TEACHER EDUCATION COUNCIL

MODULE

10

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

# PPST

## Resource Package

5.12 DESIGN, SELECT, ORGANIZE AND USE DIAGNOSTIC, FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES CONSISTENT WITH CURRICULUM REQUIREMENTS







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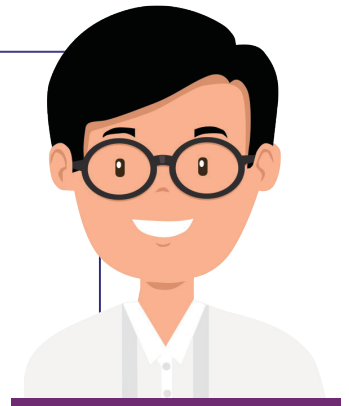
# INTRODUCTION TO TEACHER RESOURCE PACKAGE

*Hello, dear Teacher!  
Welcome to this Resource Package.*



**I am Teacher Jen!**

**And I am Teacher Mike!**



We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

In August 2017, Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among others, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable and can help you achieve the target indicators across curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been created and compiled by teachers in support of other teachers.

You will find the materials here useful if you:

- reflect on your own classroom practices, and ensure that your teaching practices are aligned with the indicators;
- want to mentor beginning teachers so they become better in their practice;
- are a part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST and (ii) innovate on practices using the samples in the resource material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices or (ii) working on other career stages or indicators other than the 12 presented in this package.

***If learning is your passion,  
this resource package is for you.***





### *What can you expect to find in each module?*

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.

The modules explore the following indicators:

#### **MODULE 1**

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

#### **MODULE 2**

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

#### **MODULE 3**

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

#### **MODULE 4**

2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

#### **MODULE 5**

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

#### **MODULE 6**

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

#### **MODULE 7**

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

#### **MODULE 8**

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

#### **MODULE 9**

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

#### **MODULE 10**

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

#### **MODULE 11**

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

#### **MODULE 12**

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

## PARTS OF THE MODULES



The module contains the following parts:



**OVERVIEW** introduces you to the indicator and why you need to achieve the indicator;



**SELF-REFLECTION** allows you to reflect on your knowledge, skills and attitude related to the indicator;



**KEY CONCEPTS** defines key concepts pertinent to the indicator;



**SUPPORT GROUP** allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



**ILLUSTRATIONS OF PRACTICE** walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



**PROFESSIONAL DEVELOPMENT PLAN** helps you identify your strengths and development needs and plans for specific action for professional development; and

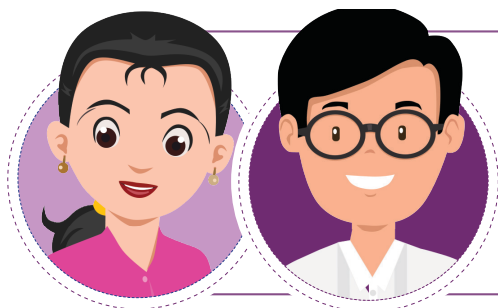


**RESOURCE LIBRARY** provides you with resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

*Have a happy journey.*







# DESIGN, SELECT, ORGANIZE AND USE DIAGNOSTIC, FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES CONSISTENT WITH CURRICULUM REQUIREMENTS

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Hello! Welcome to Module 10.

I'm Teacher Mike and with me is Teacher Jen. We are your teacher-friends who can help you better appreciate the indicators of the Philippine Professional Standards for Teachers (PPST).

As we move along, let's consider this picture.



Can you relate to the presented situation in the picture? Are you that kind of teacher? Do you think our learners will fare well in this kind of assessment considering learners' needs, strengths, interests and experiences?

As teachers, we must be able to grasp assessment as an integral part of the teaching and learning process that allows us to track and measure learner's progress and adjust instruction accordingly.

We will act as support group and will offer authentic and instructive illustrations of practice anchored on the Philippine Professional Standards for Teachers (PPST) to help enhance current practice.

**In this module, we will focus on:**



**STRAND:** Design, selection, organization and utilization of assessment strategies



**INDICATOR:** 5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.



## KEY CONCEPTS



Let us now be familiar with the key concept **assessment strategies**. Understanding this concept facilitates deeper appreciation of the indicator and helps you to deliver lessons that are responsive to learners' varied needs.



**ASSESSMENT STRATEGIES.** These refer to approaches or tactical procedures used to reach a goal. Likewise, these are strategies the teacher employs to gauge student learning.

These are assessments used to identify each learner's strengths, weaknesses, knowledge and skills prior to instruction (diagnostic); used to identify the parts of the lesson where learners need improvement (formative); and used to identify learner achievement (summative).

These are embedded as an integral part of the lesson and are aligned with the intended instructional goals consistent with the content standards.



## SELF-REFLECTION



Before we go further, let us first reflect on our current practice. As Proficient Teachers, we have our knowledge, skills and attitudes regarding assessment strategies.



By looking at the indicator, I have written down my own reflections on this. How about you?

KNOWLEDGE	SKILLS	ATTITUDES
<p><b>As a Proficient Teacher, I know...</b></p> <p><i>... assessment as a tool to measure learners' learning in a particular lesson.</i></p>	<p><b>As a Proficient Teacher, I do...</b></p> <p><i>... select assessment strategies that are congruent to the curriculum requirements.</i></p>	<p><b>As a Proficient Teacher, I feel...</b></p> <p><i>... that my learners' performance should be measured using varied assessment tools since one tool does not fit all.</i></p>



Good reflection, Mike! Now, it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below.



KNOWLEDGE	SKILLS	ATTITUDES
<p><b>As a Proficient Teacher, I know...</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>As a Proficient Teacher, I do...</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>As a Proficient Teacher, I feel...</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



## SUPPORT GROUP



Hello, Teacher! I am Teacher Mike, your teacher-friend, and I will guide you through this indicator.

Teacher Lorelie teaches 10th Grade Araling Panlipunan. She prepares a lesson on the learning competency: *Natatalakay ang tatlong uri ng karapatan ng bawat mamamayan sa isang demokratikong bansa (AP10MKPIVe-5)*.

Let's explore Teacher Lorelie's practice. Take time to read through her DLP focusing on the highlighted parts.

I note my own observations as I read.



### III. PAMAMARAAN

A. Balik-Aral sa nakaraang aralin at pagsisimula ng bagong aralin

#### Gawain 1: Unahan Tayo!

Ang klase ay mahahati sa dalawang grupo. Pipili ang bawat grupo ng limang kinatawan upang sagutan ang mga tanong na ibibigay ng guro. Mag-uunahan ang bawat isa at kung sino ang unang makaupo sa unahan, siya ang sasagot.

Mga Tanong:

1. Ano ang Universal Declaration of Human Rights?
2. Sino ang tagapangulo ng Human Rights Commission ng United Nations?
3. Ano ang bansag sa UDHR noong tinanggap ito ng UN General Assembly noong Disyembre 10, 1948?
4. Magbigay ng halimbawa na nangyayari sa kasalukuyan mula sa Artikulo 26. Karapatang mabigyan ng Edukasyon.
5. Magbigay ng halimbawa na nangyayari sa kasalukuyan mula sa Artikulo 4. Walang sino mang aalipinin o bubusabusin.


B. Paghahabi sa layunin ng aralin

Gamit ang objective board, babasahin at ipaliliwanag ng guro ang mga layunin ng aralin.

Nasusuri ang bahaging ginagampanan ng mga karapatang pantao upang matugunan ang iba't ibang isyu at hamong panlipunan AP10MKPIVe-5

1. Natatalakay ang tatlong uri ng mga karapatan ng bawat mamamayan sa isang demokratikong bansa.

NOTE: Prior to the lesson, she prepares a game for the learners to assess their knowledge about the topic.

<p>D. Paglinang sa kabihasaan (Tungo sa Formative Assessment)</p>	<p>Gawain 3: 1 for 10! Aatasan ng guro ang mga mag aaral na pumili ng isang uri ng karapatan at ipaliwanag ito sa pamamagitan ng sampung pangungusap.  (Gawain sa loob ng 5 minuto) Integrative Approach</p>										
<p>E. Paglalapat ng aralin sa pang araw-araw na buhay</p>	<p>Gawain 4: Larawan ng Aking Karapatan  Ang klase ay hahatiin ng guro sa tatlong grupo. Sa pamamagitan ng dala nilang mga drawing materials, gagawa ang bawat grupo ng poster tungkol sa uri ng karapatan. Pipili sila kung anong uri ng karapatan at iguguhit nila ang pagkakaintindi nila dito.  (Gawain sa loob ng 15 minuto) (Reflective Approach)</p>										
<p>F. Paglalahat ng aralin</p>	<p>Ipaliwanag ng mga mag-aaral kung ano ang ipinapahayag ng larawan.    Source: <a href="https://www.flickr.com/photos/nccaofficial/18448073641">https://www.flickr.com/photos/nccaofficial/18448073641</a> (Gawain sa loob ng 5 minuto) (Reflective Approach)</p>										
<p>G. Pagtataya ng aralin</p>	<p>Quiz muna Tayo! Tukuyin kung ano ang isinasaad sa bawat pahayag. Piliin sa kahon ang iyong sagot at isulat ito sa inyong sagutan.</p> <table border="1" data-bbox="370 1199 1101 1335"> <tr> <td>Cyrus Cylinder</td> <td>International Magna Carta for all Mankind</td> </tr> <tr> <td>Eleanor Roosevelt</td> <td>Artikulo 22 hanggang 27</td> </tr> <tr> <td>Universal Declaration of Human Rights</td> <td>Statutory Rights</td> </tr> <tr> <td>John I</td> <td>Natural Rights</td> </tr> <tr> <td>Haring Cyrus</td> <td>Artikulo 3 hanggang 21</td> </tr> </table> <ol style="list-style-type: none"> <li>Ito ay isa sa mahalagang dokumentong naglalahad ng mga karapatang pantao ng bawat indibiduwal na may kaugnayan sa bawat aspekto ng buhay ng tao.</li> <li>Siya ang hari na sapilitang lumagda sa dokumento na Magna Carta?</li> <li>Karapatang mabuhay, maging malaya at magkaroon ng ari-arian.</li> <li>Siya ang hari na nagpanukala ng Cyrus Cylinder.</li> <li>Binubuo ang mga artikulong ito ng karapatang sibil at pulitikal.</li> <li>Karapatang kaloob ng binuong batas at maaaring alisin sa pamamagitan ng panibagong batas.</li> <li>Ang mga artikulong ito ay binubuo ng mga karapatang soyal, ekonomiko at kultural.</li> <li>Karapatang maging malaya ang mga alipin.</li> <li>Siya ang nagtatag ng Human Rights Commission.</li> <li>Ito ang bansag sa UDHR noong malugod itong tinanggap ng UN General Assembly.</li> </ol>	Cyrus Cylinder	International Magna Carta for all Mankind	Eleanor Roosevelt	Artikulo 22 hanggang 27	Universal Declaration of Human Rights	Statutory Rights	John I	Natural Rights	Haring Cyrus	Artikulo 3 hanggang 21
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During the lesson, Teacher Lorelei conducts an individualized activity to give immediate feedback to learners about their learning.

NOTE: At the end of the lesson, Teacher Lorelei prepares a quiz to check on learners' achievement.



Now that you have read Lorelei's DLP, do you have any ideas on how you can help her improve it?



## Probing



We, your teacher-friends, can help you in understanding this indicator through our sample situation.



Below are some of the key questions that you may answer to help Teacher Lorelie improve her practice.

- 1** What are the assessment strategies employed by Teacher Lorelie before, during and after her lesson?

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- 2** Do the assessment strategies address the learning goal? Why or why not?

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- 3** If you were to provide assessment strategies before, during and after in the same lesson, what would it be?

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- 4** How do you assess learners? What aspects do you consider prior to assessment?

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## Suggestions for Improvement



You are doing a wonderful job! Here are our suggestions for you to further enrich your current practice.



In the presented detailed lesson plan, Teacher Lorelie used varied assessment strategies in her lesson. She was able to provide a pre-assessment to gauge the learners' understanding on the topic. It is suggested that pre-assessment must be done prior to instruction to identify each learner's strengths, weaknesses, knowledge and skills.

She was able to use assessment during her lesson to check on the progress of the learners. Nevertheless, the activity was too heavy for the learners. The learners could have been given a guided activity instead of asking them to write about the topic in ten sentences.

Lastly, she was able to assess what the learners learned after the lesson by having a ten-item quiz. This allowed her to measure the achievement of the learners in the day's lesson.

As teachers, we consider some aspects in determining the assessment strategies to use in each type of assessment.

### PRE-ASSESSMENT

- Teachers need to take into account the purpose (what knowledge or skill is being assessed) of the pre-assessment, the needs of the learners (age, readiness levels, learning preferences, etc.), and their own teaching styles.
- Teachers need to use strategies that fit in their teaching styles to get maximum results from the pre-assessment.

### FORMATIVE ASSESSMENT

- Teachers need to determine what aspect of student learning they want to measure.
- Formative assessment strategies can be given to learners individually, as partners, in small groups, or as a class.

### SUMMATIVE ASSESSMENT

- Teachers need to determine the purpose for the summative assessment.
- Teachers need to look at all the outcomes and goals of the unit and determine what types of evidence they will need to demonstrate student learning.
- They should consider how they can gather that evidence throughout the unit in order to establish the mastery level of their learners regarding specific curriculum outcomes.
- Forefront in a teacher's mind should be the need to triangulate evidence through conversations, observations, and products.

Source: Regier, 2012



We hope you can make use of these suggestions when you plan your lessons.

This time, we will show you different practices that will serve as your guide on how to design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.







## ILLUSTRATIONS OF PRACTICE



Teacher Lorelie has requested our Support Group to show examples of teaching practices anchored on the PPST that could help teachers attain our target indicator.

Dear Teachers, Jen and I will walk you through the different illustrations of practice that show specific ways on how to design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

We hope you'll have fun! Let's go!

As Proficient teacher, you are expected to design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements. In this module, let us discover the different illustrations of practice aligned with the Philippine Professional Standards for Teachers that show specific ways on how you can make use of assessment strategies.

Assessment and instruction are parallel in a classroom that focuses on the learner. Teachers need to use a variety of strategies to assess learner readiness for a particular unit of study and to plan their instruction around the needs the learners demonstrate. Ongoing assessment of student learning is an important part of the planning process.

There are three main types of assessment. They are pre-assessment, formative assessment, and summative assessment. As we move along, we will come across a selection of assessment strategies applicable in each type of assessment.

We hope that the table below clears up some misconceptions about assessment.

	PRE-ASSESSMENT	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<b>What is it?</b>	Assessment that is used to collect information about learners' strengths, weaknesses, knowledge and skills prior to instruction	Assessment that gathers information about student learning	Assessment that shows what learners have learned
<b>When is it used?</b>	Before a lesson or new unit of study	During a lesson or unit of study	At the end of a lesson or unit of study
<b>Why is it used?</b>	To determine the readiness level of learners and to inform instruction	To track learners' progress and to make changes to instruction	To provide evidence of what learners learned

ILLUSTRATION OF PRACTICE NO. 1:

Pre-Assessment Strategies



Teacher Mike has walked you through Teacher Lorelie’s DLP. He also showed you suggestions for improvement. This time, let me discuss with you Teacher May Grace’s lesson plan.

Teacher May Grace prepares this lesson plan for Grade 10 English. Let us focus on the use of a particular pre-assessment strategy embodied in her lesson.



**I. OBJECTIVES**

<b>A. Content Standards</b>	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups and how to use strategies in critical reading, listening, and viewing and affirmation and negation markers to deliver impromptu and extemporaneous speeches.
<b>B. Performance Standards</b>	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.
<b>C. Learning Competencies/ Objectives</b> Write the LC Code for each	At the end of the lesson, the students should be able to: 1) determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text (EN10RC-Ib-2.15.2); 2) appreciate the value of using textual aids in understanding a text; and 3) identify the appropriate textual aid to be used in a given situation.

As pre-assessment, Teacher May Grace uses a **memory matrix chart** to expose each learner’s prior knowledge before the presentation of the lesson.

**IV. PROCEDURES**

A. Reviewing previous lesson or presenting the new lesson	The class will be divided into four groups. Each group will accomplish the memory matrix chart on textual aids, in which row and column headings are complete but whose cells are empty. (10 minutes)		
	<b>Textual Aids</b>	<b>What it is?</b>	<b>Where to find it?</b>
	Glossaries		
	Index/Indices		
	Key/Guide Words		
	Diagrams		
	Graphs/Charts		
	Tables/Maps		
	Table of Contents		

Notice that the teacher wants to discover what learners know about a textual aid by allowing the learners to complete the matrix.

Through the use of pre-assessments, teachers can plan instruction that is at the readiness level of the learners.



We have provided you with several suggested pre-assessment strategies that you can incorporate in your lessons. You can check these out in the next section.





Hello, Teacher! Take note that informal pre-assessments are used to determine what learners know and these usually occur during instruction. They are quick to administer and will give you immediate feedback. This informal nature reduces the test anxiety of learners who feel anxious during more formal assessment processes.



**INFORMAL ASSESSMENT STRATEGIES**

**Ponder and Pass.** It is a way to obtain learner input for an upcoming topic.



**HOW TO DO IT?**

1. Announce the topic of the upcoming unit or skill.
2. Pass a piece of paper with the graphic organizer (see sample) to the members of the class.
3. Challenge learners to write the facts they know related to the topic.
4. They may include information they want to learn and explore, including questions and comments of interest or concern.

**Sample**

Topic: \_\_\_\_\_

Facts We Now	Information We Want to Learn	Our Questions to Explore	Other Comments

**Content Knowledge Boxes.** It is used to uncover what learners know about a topic and to identify misconceptions they may have.



**HOW TO DO IT?**

1. Depending on the topic, design content knowledge boxes to identify entry points for planning instruction.
2. Tell the learners about the topic.
3. Use any of the prompts that follow:

“We will learn about the areas listed on the chart during our study of \_\_\_\_.”

“Complete the chart with the information you know about \_\_\_\_.”

4. If the learners do not know specific facts about the topic, ask them to write what they want to learn about it.

**Sample**

Country			
Location	Food, clothing and shelter	Resources	
Government	Population and people	Customs	
Geography	Economy	Historical landmarks	Ways of Life

**Signal and Action Response.** This individual response technique is used to gather informal data in quick and engaging format.



**HOW TO DO IT?**

1. Identify a particular signal and its corresponding meaning.
2. Present this to the learners.
3. Explain that a learner shall choose one action to fit his or her appropriate knowledge-based level on the topic.

**Sample**

**Examples of signals and responses:**

*Set A*

Waving hands ⇨ I know it.

Shrug of shoulders ⇨ I have a hunch.

Thumbs down ⇨ I have no idea.

*Set B*

Point to your head ⇨ I know it.

Point to your eyes ⇨ I have seen this before.

Cover your ears ⇨ I have never heard of it.

**Anticipation Guide.** It is a tool for gathering information on what learners know about a new unit of study. It allows learners to self-assess their knowledge before a unit of study and then to re-assess their knowledge after the unit is completed (Regier, 2012).



**HOW TO DO IT?**

1. The learners write their responses before participating in the target unit or study.
2. The learners respond either “Agree” or “Disagree” to statements on a particular topic.
3. The learners can answer the same anticipation guide at the end of the lesson to revisit their answers prior to the lesson.

**Sample**

Agree	Disagree	Photosynthesis	Agree	Disagree
✓		1) Plants give off carbon dioxide.		✓
✓		2) Plants use energy from the sun and convert it into food.	✓	
✓		3) Plants need sunlight.	✓	
✓		4) Plants can give food.	✓	
✓		5) Plants take in oxygen.		✓

**Knowledge Base Corners.** It is an assessment to use before the introduction of a unit to reveal learner’s content knowledge (Chapman & King, 2012).



**HOW TO DO IT?**

1. Display four large strips of paper and label each one with phrases that match the following four-corner grids. Be creative and use your content terminology to label the corners.
2. Post each strip of paper in a corner of the room. Read the corner name aloud.
3. Emphasize that this activity will assist to guide plans for their lessons.
4. Ask the learners to write down the name of the corner that matches their knowledge level for the topic.

**Sample**

Not a clue!	I know a lot!
I know a little bit!	I've got it!

5. Tell the learners to move to the selected corner to join others with the same view.
6. Have each group select a recorder to write on the chart paper. Group members brainstorm information they already know about the topic and what they want to learn.
7. Record the brainstormed information and prioritize the items with consensus.
8. Call on volunteers from each other to share their findings.
9. Tell each group to collectively select a unique way to present the information on the chart.
10. Provide time for each group to report the key discussion points to the class.

Notes: As learners stand in their selected corners, observe the number of learners and the information gathered at each knowledge level. Use the data to plan in the near future in a unit or topic of study. Assure learners that it is acceptable to be in the novice group because the upcoming information is new.

### FORMAL ASSESSMENT STRATEGIES



One more thing, formal pre-assessments are used to determine the overall achievement level of learners and to identify possible strengths and areas to develop, usually pencil and paper tests for easy administration. It is important to note that the scores of pre-assessments should be recorded but never be graded and should only be used to gather information about learners in order to plan instruction.



#### STRATEGY

**Pretest.** It is a formal assessment given before planning to gather vital information to customize instruction. A well-developed pretest saves time because the data reveal the learners' needs before planning designed instruction.

Design the pretest to provide a comprehensive overview that addresses the simple to complex essentials. It takes time to strategically develop a pretest. However, it is a valuable tool to gauge learners' prior knowledge.



#### HOW TO DO IT?

The following guidelines can be helpful in creating an effective pretest (Chapman & King, 2012):

- Administer the pre-assessment one to three weeks before teaching the new topic or unit. This provides time for data gathering, analysis processing and using the results in curriculum planning.
- Design the test items so no one can achieve a 100 to 0 percent score. Select items to challenge each learner taking the test.
- Plan the test to address the various levels of learners.
- Present items ranging from concrete to abstract to simple to complex.
- Disperse easy and difficult questions or tasks throughout the assessment. This deters learners from assuming that easiest items are at the beginning. Often learners stop trying when they come to several consecutive, difficult questions because they assume that the remaining tasks will be more difficult.
- Include manipulatives in the pre-assessment if they are used in related lessons.
- Use the same pretest as a posttest to analyze growth.



Before we proceed to the next sections of this module, Jen and I want to remind you that:

- ✔ As learners engage in pre-assessment tasks, their knowledge base expands. They build a foundation for learning with each discovery.
- ✔ Learners become responsible for their own learning as they actively participate in preparation for the new topic of study.
- ✔ Teachers create opportunities for learners to share the results of their discoveries as a prelude to planning optimal learning opportunities.

Source: Chapman & King, 2012



**ILLUSTRATION OF PRACTICE NO. 2:**

**Formative Assessment Strategies**



Let's take a look at more examples of assessment strategies. My own notes alongside the sample material point out how the strategies are helpful.

The following are excerpts from Teacher May Grace's lesson on textual aids. Look at the different assessment strategies that she uses in her class.



**EXCERPT NO. 1**

<p>F. Developing Mastery (Leads to Formative Assessment)</p>	<p>The teacher will give sets of response cards to the students. The students shall raise "YES" if a certain textual aid is appropriate for the given situation, "NO" will be raised if it does not. (10 minutes)</p> <div style="text-align: center;"> </div> <ol style="list-style-type: none"> <li>1) Dave finds it hard to understand the term <i>biodiversity</i>. He looks for the word in the glossary.</li> <li>2) Jho looks for a map in the guide words.</li> <li>3) To understand about the geographical make up of Maldives, Lea uses a map.</li> <li>4) Mena uses the table of contents as she looks for the specific page in <i>Teaching Grammar</i>.</li> <li>5) Joseph uses a chart to further understand the presented data in a given study.</li> </ol>
<p>G. Finding practical</p>	

Teacher May Grace uses **response strategy** as formative assessment during the lesson.

Using formative assessment provides immediate feedback to learners, identifies what hinders learning and facilitates learning, tracks learner progress, and makes decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements.

FORMATIVE ASSESSMENT STRATEGIES (DURING THE LESSON)

**Observation.** It is considered as one of the most effective formative assessment tools (Chapman & King, 2012).



**HOW TO DO IT?**

1. Develop keen visual, auditory, and perceptual skills to identify a learner's academic competency, strengths, needs, abilities, behaviors, social interactions, health, emotions, reactions, feelings and attitudes.
2. This flexible assessment tool can be used anytime, in any environment and any circumstance.

**Sample**

**Observation Areas**

*Adapt the following chart to note specific areas while observing the learner.*

<i>Academic Performance</i>	<i>Behavior</i>
<input type="checkbox"/> Understandings and misconceptions <input type="checkbox"/> Following directions <input type="checkbox"/> Strengths and weaknesses <input type="checkbox"/> Successes and failures <input type="checkbox"/> Strategies used <input type="checkbox"/> Time on or off task <input type="checkbox"/> Productivity <input type="checkbox"/> Knowledge level	<input type="checkbox"/> Attitude <input type="checkbox"/> Independence <input type="checkbox"/> Needs assistance <input type="checkbox"/> Social interactions <input type="checkbox"/> Positive and negative behavior <input type="checkbox"/> Attention span <input type="checkbox"/> Following rules and directions <input type="checkbox"/> Cooperating and/or volunteering
<i>Interests</i>	<i>Thinking Skills</i>
<input type="checkbox"/> Like and dislikes <input type="checkbox"/> A specific affinity <input type="checkbox"/> Engagement in personal choice <input type="checkbox"/> Level of motivation	<input type="checkbox"/> Critical thinker <input type="checkbox"/> Creative <input type="checkbox"/> Information retention and processing <input type="checkbox"/> Problem-solving ability

**Show of Hands.** A simple strategy to gauge the understanding level of your learners is through a show of hands.



**HOW TO DO IT?**

1. Ask learners about the topic.
2. Allow 'thinking time' for the learners.
3. Then, ask the learners for a quick show of hands in relation to the question raised.

**Sample**

In a unit on problem solving, you may ask your learners if they recall the steps needed to solve a problem or to determine the operation of a problem.

Through a quick show of hands, you can decide whether you need to review with a few learners or with the whole class.

**Demonstration Station.** The use of demonstration stations is a great way for learners to show what they know and help you determine the direction of future instruction.



**HOW TO DO IT?**

1. Set up the classroom in such a way that learners can move around.
2. In each station, prepare the materials, tools, manipulatives, etc. for demonstration of skills.
3. Be able to monitor learner's progress in each station.

**Sample**

**Measure Me (for TLE class)**

1. Set up two stations: dry and wet ingredients in baking a sponge cake.
2. Ask the learners to take turns in measuring each set of ingredients.
3. Provide different sets of activity sheets for each learner in each station.

EXCERPT NO. 2

I. Evaluating learning	<p>The learners take the 10-item quiz. (15 minutes)</p> <ol style="list-style-type: none"> <li>1. _____ helps readers enhance their learning as they read through the material.</li> <li>2-3. Give two purposes of using a textual aid.</li> <li>4. _____ fulfills the purpose of giving an overview of the parts of a book.</li> <li>5. _____ fulfills the purpose of providing a summary of the main points.</li> <li>6. _____ fulfills the purpose of showing relationships of different text elements.</li> <li>7. _____ textual aid best fulfills the purpose of providing visual variety on the page?</li> <li>8. Jose was assigned to make a report on the improvement of technology since 1900s. What is the best textual aid that he can add to his report to show the information in chronological order?</li> <li>9. Nina is reviewing Chapter 2 of her physics textbook. She encountered some words that are not familiar to her. What textual aid will help her find the definition of these words?</li> <li>10. Lorena and Bryan are doing a paired-work for English class. They need to quickly find the definition of several terms in a book in the library. What is the best textual aid that they can use are used to quickly find key terms and their definitions in a book?</li> </ol>
------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

At this part of the lesson, Teacher May Grace assesses whether learning objectives are met in the day's lesson by giving a **quiz**.

She uses these bits of information to decide whether to remediate and/or enrich with appropriate strategies as needed, and to evaluate whether learning intentions and success criteria are met.

FORMATIVE ASSESSMENT STRATEGIES (AFTER THE LESSON)

Open-Ended Questions



HOW TO DO IT?

1. Provide a situation to the learners.
2. Allow the learners to communicate their thoughts and ideas in the answer.
3. The answers may include many details, an explanation, or a process.

Sample

The following examples of open-ended questions are provided below:

- Explain how...
- What is the reason...
- Tell more about...
- Describe...
- Give your step-by-step thinking on...
- How did you solve the problem?
- How can you use the information?
- What happened next?
- Why is this important?

Graffiti Wall

The graffiti wall is a fun activity for learners and gives you a visual representation of what your learners have learned during a unit of study.



HOW TO DO IT?

1. Each class member writes the most important information in the lesson on a small piece of paper or sticky note.
  2. Learners bring their notes and join a community group or small circles.
  3. The learners take turns sharing one information with the rest of the class.
- Variation:
1. If there are no available material, you can make a template similar to the sample shown.
  2. This can be done in small groups.
  3. Allow learners to write their thoughts depending on your lesson.



### Rhythmic Fanfare



#### HOW TO DO IT?

1. Each small group selects or is assigned a chunk of important information in review.
2. Have each group create a song, poem, jingle, rap, chant or cheer to review and celebrate the selected content information.
3. Provide time for groups to practice and present to the class.
4. Ask the rest of the class to share what they learned from the musical beat.
5. Celebrate!

### Reflection Journals

Reflection journals are a type of journal that encourages learners to think about what they have learned and make connections to their own lives.

### One Sentence Summaries

Asking learners to provide you with a one-sentence summary of what they have learned provides you with information about what your learners know about a topic.

### Exit cards

This could be used on a regular basis to formatively assess what your learners know, understand, and have learned during a current unit of study. Before learners leave at the end of class, ask them a question or pose a problem for them to solve.



How are you, dear Teacher? There are more to this list. We have provided you with references regarding these strategies in the Resources Library section. Come and check it out!



#### ILLUSTRATION OF PRACTICE NO. 3:

### Summative Assessment Strategies



Teacher Dave wants to provide summative assessment to learners in Grade 4 Mathematics at the end of the quarter. He hopes to measure the growth of learners in applying the four fundamental operations involving fractions and decimals in mathematical problems. He provides several summative assessment strategies.



#### HOW TO DO IT?

1. **One-on-One.** He meets with the learners one-on-one to provide evidence to support learner understanding of targeted outcomes. Before beginning an interview, he constructs a number of questions that focus on higher level thinking such as the application of the knowledge gained in the four fundamental operations involving fractions and decimals in mathematical problems.

2. **Checklists.** He uses checklists to record observations of learner learning and provide support for evidence gathered through other sources. Throughout the unit, he uses the checklist to gather information. At the end of the unit, the checklist provides evidence of what learners mastered.
3. **Performance Task.** Teacher Dave prepares **MATH Race** for the 4th Grade Math learners. The learners are asked to solve several mathematical problems involving fractions and decimals using some food products sold in the canteen. Each group will be given problem sheets to solve using these products. The group to finish first will be declared winner of the **MATH Race**. Rules and rubrics of the game will be discussed thoroughly by Teacher Dave.



Take note that summative assessments provide evidence of overall learning and should reflect the findings of the formative assessments. Results of summative assessments are usually used to create a final mark for an outcome. The following are ways to gather evidence of student learning.



CONVERSATIONS	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT	
<input type="checkbox"/> Explain Thinking <input type="checkbox"/> Informal Conversations <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> One-on-One Interviews <input type="checkbox"/> Peer Assessment <input type="checkbox"/> Questioning <input type="checkbox"/> Reader Response <input type="checkbox"/> Self-Assessments <input type="checkbox"/> Teach a Friend	<input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> (General) <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> (Target Behavior) <input type="checkbox"/> Checklists	<input type="checkbox"/> Acting <input type="checkbox"/> Artwork <input type="checkbox"/> Blog <input type="checkbox"/> Chapter Tests <input type="checkbox"/> Comic Books <input type="checkbox"/> Compare and <input type="checkbox"/> Contrast Charts <input type="checkbox"/> Debates <input type="checkbox"/> Demonstrations <input type="checkbox"/> Dioramas <input type="checkbox"/> Experiments <input type="checkbox"/> Games <input type="checkbox"/> Goal Setting <input type="checkbox"/> "How-To" Books <input type="checkbox"/> Mind Maps <input type="checkbox"/> Models <input type="checkbox"/> Newspaper <input type="checkbox"/> Articles <input type="checkbox"/> Oral	<input type="checkbox"/> Performance Task <input type="checkbox"/> Picture Books <input type="checkbox"/> Poems <input type="checkbox"/> Portfolios <input type="checkbox"/> Posters <input type="checkbox"/> Power Point <input type="checkbox"/> Presentations <input type="checkbox"/> Projects <input type="checkbox"/> Puppet Plays <input type="checkbox"/> Puzzles <input type="checkbox"/> Response Journals <input type="checkbox"/> Role Plays <input type="checkbox"/> Sequels <input type="checkbox"/> Song Writing <input type="checkbox"/> Speeches <input type="checkbox"/> Surveys Timelines <input type="checkbox"/> Web Pages <input type="checkbox"/> Work Samples

ILLUSTRATION OF PRACTICE NO. 4:

## Components of Summative Assessment



The following section discusses the components of summative assessment based on DepED Order No. 8 s. 2015 Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

Summative assessments are classified into three components, namely: **Written Work (WW)**, **Performance Tasks (PT)** and **Quarterly Assessment (QA)**.

These three will be the bases for grading.



### 4.1. WRITTEN WORK (WW) COMPONENT



You might want to remember the following about written work (WW) component:

- ✔ This ensures that learners are able to express skills and concepts in written form.
- ✔ This may include long quizzes and unit or long tests to help strengthen test-taking skills among learners.
- ✔ It is strongly recommended that items in long quizzes/tests be distributed across the cognitive dimensions so that all are adequately covered. This enables the learners to practice and prepare for quarterly assessments and other standardized assessments.
- ✔ Other written works may include essays, written reports, and other written outputs.

Source: DepED Order No. 8, s. 2015



### 4.2. PERFORMANCE TASK (PT) COMPONENT



The following are performance tasks prepared by several teachers in different key stages. Notice how they craft the performance-based tasks that are meaningful and contextualized at the same time.



KEY STAGES	PERFORMANCE STANDARD	PERFORMANCE TASK																																
Kinder to Grade 3	<p><b>Grade 3 SCIENCE (Quarter 1)</b> The learners should be able to group common objects found at home and in school according to solids, liquids and gas.</p>	<p>Teacher Aires conceptualizes the <b>States of Matter Exhibit</b> for her 3rd Grade Science class.</p> <p>Inside the room are common objects found at home and in school. These objects range from solid, to liquid and to gas.</p> <p>The learners are instructed to go around the exhibit and identify each object. They are asked to fill out the chart.</p> <p><b>Rubrics</b> will be used for grading the learners' performance.</p>																																
Grade 4 to Grade 6	<p><b>Grade 6 Edukasyon sa Pagpapakatao (Quarter 1)</b> <i>Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat</i></p>	<p>Teacher Angel uses RAFT strategy for the 6th Grade Edukasyon sa Pagpapakatao (EsP) learners.</p> <p>The learners are asked to assume a role, consider their audience, while examining a topic from their chosen perspective, and writing in a particular format.</p> <table border="1" data-bbox="844 1039 1404 1501"> <thead> <tr> <th>Role</th> <th>Audience</th> <th>Format</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>Learner</td> <td>Parents</td> <td>Advertisement</td> <td>Critical Thinking</td> </tr> <tr> <td>Learner</td> <td>Classmate</td> <td>Slogan</td> <td>Fortitude</td> </tr> <tr> <td>Teacher</td> <td>Learner</td> <td>Letter</td> <td>Perseverance</td> </tr> <tr> <td>Teacher</td> <td>Parents</td> <td>Poem</td> <td>Open-mindedness</td> </tr> <tr> <td>Rapper</td> <td>6th Graders</td> <td>Rap</td> <td>Love of truth</td> </tr> <tr> <td>Song writer</td> <td>6th Graders</td> <td>Song</td> <td>Patience</td> </tr> <tr> <td>Learner</td> <td>Learners</td> <td>Poster</td> <td>Calmness</td> </tr> </tbody> </table> <p>Teacher Angel considers the readiness of her learners by allowing them to choose their role, audience, format and topic.</p>	Role	Audience	Format	Topic	Learner	Parents	Advertisement	Critical Thinking	Learner	Classmate	Slogan	Fortitude	Teacher	Learner	Letter	Perseverance	Teacher	Parents	Poem	Open-mindedness	Rapper	6th Graders	Rap	Love of truth	Song writer	6th Graders	Song	Patience	Learner	Learners	Poster	Calmness
Role	Audience	Format	Topic																															
Learner	Parents	Advertisement	Critical Thinking																															
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Teacher	Parents	Poem	Open-mindedness																															
Rapper	6th Graders	Rap	Love of truth																															
Song writer	6th Graders	Song	Patience																															
Learner	Learners	Poster	Calmness																															
Grade 7 to Grade 10	<p><b>Grade 10 ENGLISH (Quarter 1)</b> The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.</p>	<p>Teacher Vilma uses <b>GRASPS</b> strategy in assessing the 7th Grade learners in her English class.</p> <p><b>Task:</b> You are an advocate of promoting tourist spots and want to promote the local tourist spot in your area by writing a short</p>																																

KEY STAGES	PERFORMANCE STANDARD	PERFORMANCE TASK
Grade 7 to Grade 10	<p><b>Grade 10 ENGLISH (Quarter 1)</b></p> <p>The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.</p>	<p>but powerful persuasive text. You will send this composition to the Secretary of the Department of Tourism (DOT) for possible funding and free promotion. As a requirement, you will write a short but powerful persuasive text using a variety of techniques and devices.</p> <p><b>Goal:</b> You will write a persuasive text.  <b>Role:</b> You are an advocate of promoting tourist spots.  <b>Audience:</b> You will write to the Secretary of the Department of Tourism (DOT) for possible funding of the redevelopment of the area and its free promotion through advertisements.  <b>Situation:</b> As an advocate of promoting tourist spots in your locality, you will try to convince the Secretary of the Department of Tourism (DOT) for possible funding and free promotion of your local tourist spot.  <b>Product:</b> You will write a persuasive text.  <b>Standards &amp; Criteria:</b> The persuasive text must be short but powerful using a variety of persuasive techniques and devices. Rubrics will be used for grading the learners' performance.</p>
Grade 11 to Grade 12	<p><b>Grade 12 PRACTICAL RESEARCH 2 (Second Semester)</b></p> <p>The learner is able to form logical conclusions, make recommendations based on conclusions, write and present clear report.</p>	<p>As a final performance task for PR2, Teacher Jan highlights learners' achievement through a <b>Research Plenum</b>.</p> <p>The learners present their research paper highlighting logical conclusions and recommendations based on the conclusions.</p> <p>There will be two <b>rubrics</b> to use: for the final paper and presentation.</p>



You might want to remember this:

- ✓ The teacher enables the learners to complete a performance task about innovative products or do performance-based (skills demonstration, group presentation, oral work, multimedia presentation, research project etc.) tasks allowing them to show what they know and what they are able to do in diverse ways.



4.3. QUARTERLY ASSESSMENT (QA) COMPONENT



Teacher Mark plans to administer a teacher-made test for his Oral Communication in Context class to measure student learning at the end of the quarter.

Prior to this, he prepares a table of specifications (TOS). From the TOS, he crafts a multiple choice test for the targeted competencies.

However, an objective test cannot solely measure learner achievement. Teacher Mark still needs to validate a learner’s achievement through a performance-based assessment.

Based on DepED Order No. 8, s. 2015, Quarterly Assessment (QA) measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.

To emphasize the components of summative assessments, here is a table highlighting their purposes and identifying when they are given as stated in DepED Order No. 8, s. 2015.



COMPONENTS	PURPOSE	WHEN GIVEN
Written Work (WW)	<ol style="list-style-type: none"> <li>1. Assess learners’ understanding of concepts and application of skills in written form</li> <li>2. Prepare learners for quarterly assessments</li> </ol>	At the end of the topic or unit
Performance Tasks (PT)	<ol style="list-style-type: none"> <li>1. Involve learners in the learning process individually or in collaboration with teammates over a period of time</li> <li>2. Give learners opportunities to demonstrate and integrate their knowledge, understanding, and skills about topics or lessons learned in a specific real-life situation by performing and/or producing evidence of their learning</li> <li>3. Give learners the freedom to express their learning in appropriate and diverse ways</li> <li>4. Encourage learner inquiry, integration of knowledge, understanding, and skills in various contexts beyond the assessment period</li> </ol>	<p>At the end of a lesson focusing on a topic/skill lesson</p> <p>Several times during the quarter</p>
Quarterly Assessment (QA)	Synthesize all the learning skills, concepts, and values learned in an entire quarter	Once, at the end of the quarter



Having seen how Indicator 5.1.2 can be achieved, you are now ready to develop lesson plans, instructional materials and assessment tools applicable to your teaching contexts.



Below are illustrations of practice that you may also consider in planning your lessons and activities and developing your instructional materials and assessment tools.

Happy working!

#### ILLUSTRATIONS OF PRACTICE

##### DIAGNOSTIC ASSESSMENT

The teacher uses assessment strategies to identify each learner's strengths, weaknesses, knowledge and skills prior to instruction.

##### FORMATIVE ASSESSMENT

The teacher applies assessment strategies to identify the parts of the lesson where learners need improvement.

###### ***Before the lesson***

The teacher gets information about what the learners already know and can do about the new lesson, determines misconceptions, shares learning intentions and success criteria to the learners and identifies what hinders learning.

The teacher utilizes several strategies such as, but not limited to, agree/disagree activities, ponder and pass, signal action responses, content knowledge boxes, content surveys, games, interviews, inventories/checklist, KWL activities, open-ended questions, practice exercises.

###### ***During the lesson***

The teacher provides immediate feedback to learners, identifies what hinders and facilitates learning, tracks learner progress, and makes decisions on whether to proceed with the next lesson, re-teach, or provide for corrective measures or reinforcements.

The teacher draws these parts for improvement through several strategies such as, but not limited to, recitation, activities, seatworks, observation, anecdotal assessment, response cards, checkpoint tests, simple activities drawn from specific topic, and simulation activities.

###### ***After the lesson***

The teacher assesses whether learning objectives have been met for a specific duration, remediates and/or enriches with appropriate strategies as needed, and evaluates whether learning intentions and success criteria have been met.

The teacher employs several strategies such as, but not limited to, checklists, discussion, games, performance tasks emanated from the lesson objectives, practice tests, short quizzes, written works and group presentations.

##### SUMMATIVE ASSESSMENT

The teacher employs assessment strategies to identify learner achievement.

- The teacher assesses learners individually through unit tests and quarterly assessment that are crafted based on cognitive process dimensions.
- The teacher assesses learners collaboratively by allowing them to participate in group activities to showcase the evidence of their learning.
- The teacher recognizes the three components of summative assessment which are bases for grading: written work (WW), performance tasks (PT) and quarterly assessment (QA).



# PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts on assessment strategies, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your professional development.



Fill in the personal action plan below.

<b>STRENGTHS</b> <i>What are the skills you are good at?</i>	<b>DEVELOPMENT NEEDS</b> <i>What are the skills you need to improve?</i>	<b>ACTION PLAN</b> <i>What can you recommend for your development intervention?</i>	<b>TIMELINE</b> <i>When will you implement your plan?</i>	<b>RESOURCE NEEDED</b> <i>What assistance/resources do you need to implement the plan?</i>



Happy planning!







## RESOURCE LIBRARY



We also provide you with resources that can help you further understand the indicator.



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**BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM**

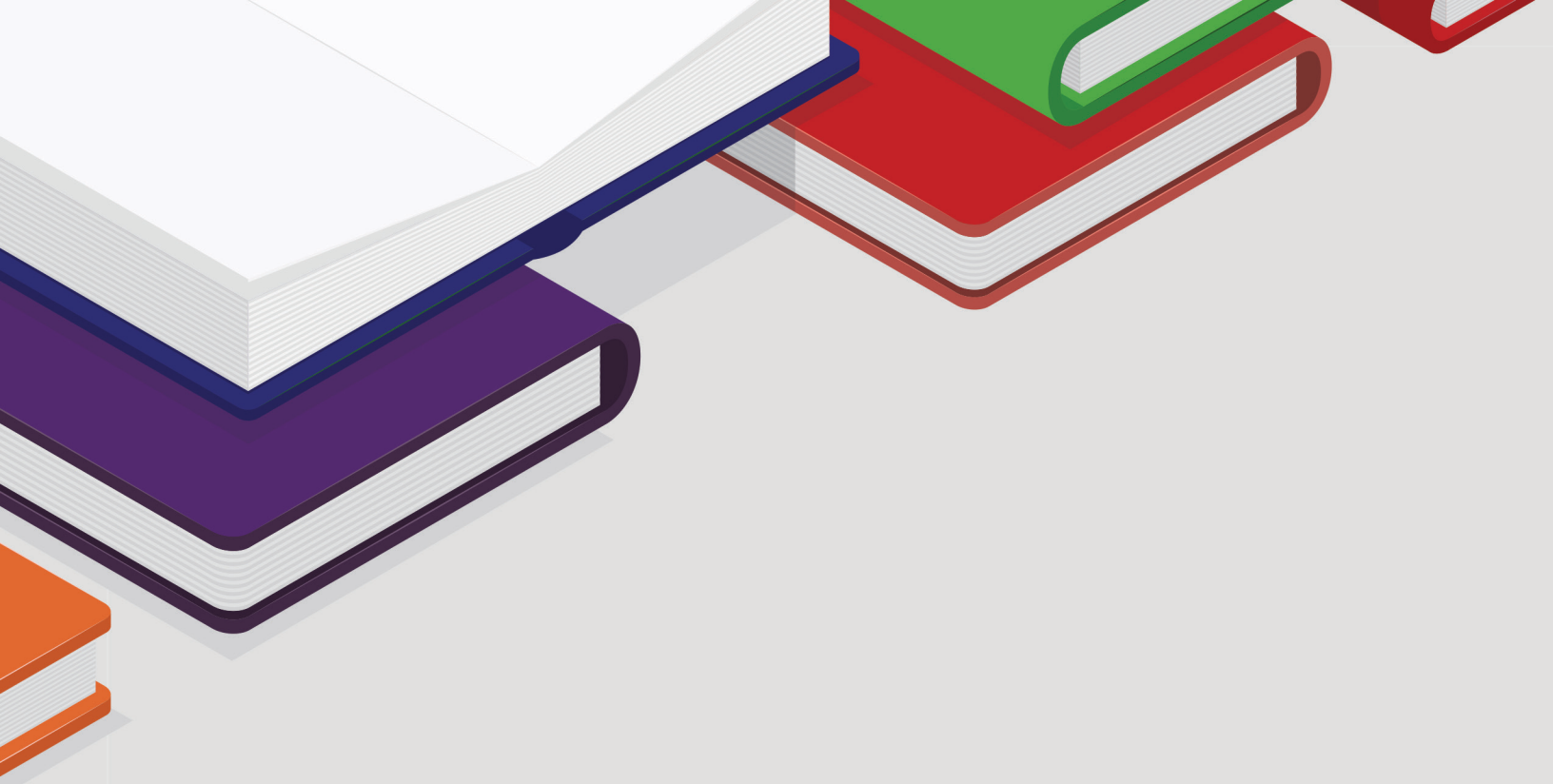
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