Republic of the Philippines

**Bohol Island State University**

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| **Course Code** | | | **Educ. 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Name** | | | **Assessment in Learning 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **VISION:** | | | A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development of the Bohol and the country. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **MISSION:** | | | BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for sustainable development of Bohol and the country. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **GOALS:** | | | 1. Pursue faculty and education excellence and strengthen the current viable curricular programs and develop curricular programs that are responsive to the demands of the times both in the industry and environment. 2. Promote quality research outputs that respond to the needs of the local and national communities. 3. Develop communities through responsive extension programs. 4. Adopt efficient and profitable income generating projects/enterprise for sustainability. 5. Provide adequate, state-of-the-art and accessible infrastructure support facilities for quality education. 6. Promote efficient and effective good governance supportive of high quality education. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **CORE VALUES:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | 1. Search for Excellence (BISU’s commitment to quality education shall be driven and characterized by excellence in every output and activity it produces/conducts through interweaving the technical, fundamental and practical knowledge.) 2. Responsiveness to Challenges (As a newfound institution of higher learning, BISU is faced will all the challenges demanded particularly the continuing depletion of the national government’s financial support along with BISU’s desire for upgrading its facilities and human resources. Being intellectually diverse and entrepreneurial creative and innovative, BISU shall beat the odds by capitalizing the on creative collaborations with its individual campuses, the community, local government units and other sectors available.) 3. Student Access (Being a state-owned university, BISU is committed to providing public service, by becoming a university that is open and accessible to all students who merit entrance. This value is the most important consideration by BISU in its drive to continuously develop, improve and upgrade its facilities and seek for more funds.) 4. Public Engagement (Express BISU’s commitment to search for knowledge-based solutions to societal and economic problems particularly of Bohol and of the region. Public engagement is the interpretation of BISU’s commitment to research and extension by being proactive in introducing changes that will deeply impact on the improvement of the life of the people.) 5. Good Governance (Alongside the current regime’s objectives of good governance in the delivery of basic services, BISU shall strive to institutionalize a streamlined, efficient and effective structure and systems that is supportive of the university’s goals and objectives, sans bureaucratic practices.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BEED | | | | PROGRAM OBJECTIVES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | 1. promote higher literacy, critical thinking, upgraded competencies and skills on basic education through innovative trainings; 2. develop students’ research capabilities through relevant researches; 3. establish a research-based extension program to promote economic, social and cultural development; 4. provide the necessary facilities and effective services; 5. produce academically, emotionally, socially, morally equipped and humane educators in a progressive and student-friendly learning environment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Component | | | | **Professional Education** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Code | | | | **Educ. 3** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Name | | | | **Assessment in Learning 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Description | | | | This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasizes on the use of assessment OF, AS, and FOR in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-requisite | | | | **Have taken /To be taken with Technology for Teaching & Learning 1 and Elementary Statistics** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Credits | | | | 3 units | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact hours/week | | | | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course & Year | | | | BEEd 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class Schedule | | | | Second Semester, A.Y. 20\_\_\_ -20\_\_\_ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program Outcomes Common to all Baccalaureate Programs and Performance Indicators** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Outcomes | | | | Performance Indicators | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Articulate the latest developments in their specific field of practice. (PQF level 6 descriptor) | | | | * Participate in continuing education and professional development in the specific field of practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Effectively communicate in English and Filipino, both orally and in writing | | | | * Demonstrate effective oral and written communication using both English and Filipino languages. * Exhibit adequate technical writing and oral communication abilities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Work effectively and collaboratively with a substantial degree of independence in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor) | | | | * Work effectively as a member of multi-disciplinary and multi-cultural teams. * Display good judgment of people, actions and ideas and communicate them efficiently. * Demonstrate effective leadership, coordination and decision-making skills. * Demonstrate productive project management skills. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Act in recognition of professional, social, and ethical responsibility | | | | * Articulate the contribution of one’s profession to society and nation building. * Articulate the responsibilities of a Filipino citizen in relation to the rest of the world. * Demonstrate respect for intellectual property rights. * Explain professional knowledge and ethical responsibilities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Preserve and promote “Filipino historical and cultural heritage” (based on RA 7722) | | | | * Articulate one’s possible contributions to society and nation building. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program Outcomes Common to Graduates of a Horizontal Type of Institution as defined in**  **CMO 46, s. 2012** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Graduates of professional institutions demonstrate service orientation in their respective professions | | | | * able to demonstrate commitment to service. * know the laws, rules and regulations relevant to the practice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Graduates of colleges are qualified for various types of employment and participate in development activities and public discourses, particularly in response to the needs f the communities they serve. | | | | * able to develop awareness of relevant laws, rules and regulations * able to diligently observe and apply the laws of the country * can efficiently and effectively deliver services in response to the needs of clients within the context of the practice of profession and/or task/job description * able to demonstrate commitment to service. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Graduates of universities contribute to the generation of new knowledge by participating in various research and development projects. | | | | * Ability to dissect a problem into its key features; problem-solving skills, relating to qualitative and quantitative information * Ability to use information technology in information-retrieval, evaluation, and dissemination | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Program Outcomes Common to the Discipline (Teacher Education)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Articulate the rootedness of education in Philosophical, sociocultural, historical, Psychological, and Political contexts | | | | | | * Generate opportunities for reflection on historical, social, cultural and political processes as they affect the day to day lives of the students. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate mastery of subject matter/discipline | | | | | | * Actively engages students to sustain interest in the subject matter. * Implements learner-friendly classroom management procedures and practices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Facilitate learning using a wide range of teaching methodologies and deliveries modes appropriate to specific learners and their environments | | | | | | * Use varied teaching methodologies appropriate for diverse learners. * Evaluate current teaching approaches and innovate based on learners’ needs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners | | | | | | * Implement and evaluate the curriculum. * Effectively write and carry out the lesson plan with mastery. * Deliver interesting lessons with congruent objectives, subject matter, teaching-learning activities, materials and assessment procedures. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices. | | | | | | * Source and organize data and information concerning teaching and learning. * Analyze and interpret data and information using appropriate tools and procedures. * Compose and disseminate properly well-written reports (progress reports, assessment, official communications, among others). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes. | | | | | | * Behave in accordance to the Code of Ethics of Professional Teachers. * Use the community as learning resource. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Practice professional and ethical teaching standards sensitive to the local, national, and global realities | | | | | | * Plans ad carries out personal and professional advancement. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **BEED Program Outcomes and Performance Indicators** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate in-depth understanding of the diversity of learners in various learning areas. | | | | | | * Identify various types of learners and provide them with appropriate, culturally-relevant learning activities and experiences. * Develop and utilize relevant materials that match the learners’ learning styles, goals and culture. * Select instructional strategies for the development of learners’ critical and creating thinking skills. * Utilize developmentally appropriate activities in teaching the different learning areas. * Utilize appropriate technologies to achieve the learning outcomes. * Apply theories of learning in designing learning-teaching experiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Manifest meaningful and comprehensive pedagogical content knowledge (PCK) of the different subject areas. | | | | | | * Explain subject matter content clearly, accurately and comprehensively. * Relate current content with past and future lessons. * Integrate recent developments in education and in the specific field to enrich learning. * Provide examples from real life to make learning meaningful. * Utilize appropriate teaching-learning methods and technology for specific subject matter content. * Keep abreast with educational issues, trends and practices vis-à-vis local and global context to provide relevant learning experiences. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Utilize appropriate assessment and evaluation tools to measure learning outcomes. | | | | | | * Design authentic assessment, evaluation instruments and alternative assessment tools. * Interpret assessment results and use these to improve learning and teaching. * Keep accurate and updated records of the learners’ performance using technology tools where feasible and appropriate. * Provides timely feedback of assessment results to parents and other stakeholders. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Manifest skills in communication, higher order thinking and use of tools and technology to accelerate learning and teaching. | | | | | | * Demonstrate skills in creative and critical thinking, logical reasoning, problem solving, and decision making in various classroom situations. * Create learning experiences that develop the learners’ higher order thinking skills. * Provide opportunities that develop the learners’ communication skills * Use tools and technology to enhance learning and teaching. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Demonstrate positive attributes of a model teacher, both as an individual and as a professional. | | | | | | * Act according to the norms of the teaching profession in dealing with students, parents, colleagues and other stakeholders. * Manifest positive personal and professional qualities of a teacher. * Observe integrity and professionalism in handling issues, conflicts, and controversies related to student welfare as well as parents’ and community concerns. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Manifest a desire to continuously pursue personal and professional development. | | | | | | * Pursue personal growth and professional development through attendance in seminar-workshops, participations in demo-fests, conducting action research, and other education-related activities * Participate actively in the school’s community outreach activities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Outcomes and Relationship to Program Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | Program Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Outcomes | | | | | | Common to all Baccalaureate Programs | | | | | | | | | | Common to Grads of Horizontal Type of Institution | | | | | | Common to the Discipline (Teacher Education) | | | | | | | | | | | | | | Specific to BEEd | | | | | | | | |
|  | | | | | | a | | b | | c | | d | | e | | f | | g | | h | | i | j | | k | | | l | m | | n | | o | | p | q | | r | s | t | u | | v | |
| 1. Match the different learning targets to their appropriate assessment techniques. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Utilize processed data and assessment results in reporting learners’ performance to improve teaching and learning. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Derive information from test results to improve teaching,knowledge, skills and practice. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Identify the role of assessment in making instructional decisions. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Demonstrate skills in utilizing and reporting test results. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Prepare appropriate assessment tools to evaluate students’ learning. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| 1. Demonstrate skills in the use of techniques and tools in assessing learning. | | | | | |  |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  |  | | |  | |  | |  |  |  |  | |  |  | |  |  | |
| **legend** | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **I** | **-** | | | * Introduced concepts/principle * Facilitates learning of the competencies (input is provided and competency is evaluated) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **P** | **-** | | | * Practiced with supervision * Allows student to practice competencies (no input but competency is evaluated) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **D** | **-** | | | * Demonstrated across different clinical setting with minimal supervision * Opportunity for development (no input or evaluation, but there is opportunity to practice the competencies) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **COURSE OUTLINE** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **CONTENT/TOPICS** | **Time-frame** | **Remarks** |
| Orientation (Course Syllabus, VMGO, Classroom Policies) Levelling Off | 2 days |  |
| PRETEST   1. Assessment of Students’ Learning in the PhilippineSetting    1. Brief history of assessment of Learning in the Philippine Setting    2. Definition of the Basic Concepts in Assessment of Learning    3. The role of Assessment in the Teaching-learning Process and Instructional Decision Making    4. Assessment OF, FOR, and AS learning    5. National Competency Based Teacher Standards    6. National Assessment System    7. Assessment of Learning in the K to 12 Curriculum: Philosophy, Nature and Purpose    8. A shift to Outcomes-Based Education (OBE) | Prelim  Week  1-3 |  |
| 1. Measurement, Assessment and Evaluation    1. Principles of Good Practice in Assessing Learning Outcomes    2. Clarity of Learnig Targets    3. Appropriateness of Assessment Methods    4. Validity    5. Reliability    6. Fairness    7. Practicality and Efficiency    8. Ethics    9. Variety of Assessment Instrument  * Objective Examinations * Essay Examination * Written work * Portfolio Assessment * Assessment Rubrics/ Holistic Rubric/ analytical Rubric * Competencies/skills Assessment | Week  4– 5 |  |
| 1. Development of Varied Assessment Tools: Knowledge and Reasoning    1. Criterion-Referenced vs Referenced tests    2. Identifying Test Objectives    3. Planning a Test and Constructing a Table of Specifications (TOS)    4. Types of Objective Tests    5. Constructing a True-False Test    6. Multiple Choice Tests    7. Matching Type and Supply Type Items    8. Constructing and Scoring Essay Test | Midterm  Week  6-9 |  |
| 1. Item Analysis and Validation    1. Item Analysis    2. Norm-Referenced test item analysis    3. Criterion-Referenced test item analysis    4. Validation    5. Reliability | Semi-finals  Week  10-12 |  |
| 1. Performanced-based Tests    1. Performance-Based Tests    2. Performance Tasks    3. Rubrics and Exemplars    4. Designing and Creating Rubrics    5. Automating Performance-Based Tests | Week  12-14 |  |
| 1. Grading Systems    1. Norm-Referenced Grading    2. Criterion-Referenced Grading    3. Standardized Test Scoring    4. Cumulative and Averaging Systems of Grading    5. K to 12 Grading System:DepEd Order No. 31, s. 2012    6. Alternative Grading System    7. Rating of Learning outcomes under the K to 12 basic education curriculum: based on DepEd Order No. 73, s. 2012    8. DepEd order No. 8. s. 2015   POSTTEST | Finals  Week  15-18 |  |

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| Methodologies/Strategies/Techniques | Concept Formation, Cooperative/Collaborative learning, Micro/Macro-Teaching(Oral Reporting, Group/Class Discussion, Brainstorming, Interview, Role Play, Video Clips Showing , portfolio Development , Mini-Researches, Model-making, Team-building activities, Test Construction, Critiquing test items, Item analysis, Reflection writing, Transmutation, Lecture-Discussion, Numbered Heads Together, Problem Solving , Reporting |
| **Integration of Values**: | inquisitiveness, initiative, open-mindedness, self-worth, optimism, recourcefulness, respect, concern for others, humility, interdependence , adaptability, flexibility, honesty, empowerment |
| **Course Requirements:** | Major examinations, Individual/Group Outcomes-based projects, collaborative activities/tasks, quizzes,oral report, outdoor experiences, individual oral report, prepared activity with set of guide questions, portfolio, sample assessment tool |
| **Grading System** | 60% passing mark/transmutation of raw scores or cumulative related scores  Major exams 20%  Outcomes-based Project 40%  (product/performance)  Class performance, 40%  (quizzes,activity,oral recitation& assignment)  Total 100% |

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**References:**

Barbarcena, C.B.& N.A.F. Calayag(2013). Assessment of Students’ Learning 1. Makati

City,Phils.Katha Publishing Co., Inc.

Buenaflor, R.C. (2012). Assessment of Learning book one: The conventional approach. Quezon City,

Phils.,Great Books Publishing.

Buendicho, F.C. (2013). Assessment of Student Learning 1. Manila,Phils. Rex Book Store,Inc

Hena, J, (2015). Classroom assessment 1. Quezon City: Great Books Trading

Navarro & Santos (2012). Assessment of Learning Outcomes (Assessment 1).Quezon City, Metro

Manila. Lorimar Publishing ,Inc.

**Suggested Readings:**

Calmorin, Laurentina, (2011). Assessment of student learning 1. Manila: Rex Book Store, Inc.

Gabuyo, Yonardo, (2012). Assessment of learning 1. Manila: Rex Book Store, Inc.

Padua, Roberto and Santos, Rosita (1997). Educational evaluation and measurement, theory,

practice and application. Quezon City: Katha Publishing Co., Inc.

Santos, Rosita,( 2007). Assessment of learning 1. Quezon City: Lorimar Publishing, Inc.