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| **LEARNING PLAN and LOG** | | | | | | | | | | | | | | |
| Subject Code | : | **EDUC 3** |  |  | Course Credits (Units) | : | Total: | 3 |  | Lecture: | 3 |  | Lab.: |  |
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| Course Name | : | ASSESSMENT OF STUDENT LEARNING 1 |  |  | Contact Hours/week | : | Total: | 3 |  | Lecture: | 3 |  | Lab.: |  |
|  |  |  |  |  |  |  |  | | | | | | | |
| Prerequisite | : |  |  |  | Course & Year | : | BEEd- 2/BSED-2 | | | | | | | |
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| Component | : | PROF.ED |  |  | Academic Year | : | First Semester A.Y. 20 - 20\_\_\_ | | | | | | | |
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|  |  |  |  |  | Class Schedule | : |  | | | | | | | |

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| **LEARNING PLAN** | | | | | | | | | **LEARNING LOG** | | |
| ***Desired Learning Outcomes (DLO)*** | | ***Course Content/Subject matter*** | | ***Time Frame (Term/Week/***  ***hrs)*** | ***Teaching and Learning Activities (TLAs)*** | ***Assessment Task (ATs)*** | | ***Resource Materials*** | ***Remarks***  ***(accomplished/***  ***not accomplished)*** | | ***Monitored by*** |
| **At the end of the unit, the students must have:**   1. Described the Assessment of Students’ Learning in the Philippines 2. Differentiated assessment OF, FOR, and AS learning 3. Explained National Competency Based Teacher Standards and Assessment System 4. Described the nature and purpose of K to 12 curriculum assessment of learning 5. Explained the Outcomes-Based Education (OBE) | | Orientation (Course Syllabus, VMGO, Classroom Policies) Levelling Off  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) | | 9  hrs | Brainstorming  Concept mapping or semanting mapping  Collaborative learning  Small group discussion  Video presentation | Quiz  Oral interview  Portfolio assessment | | Book  Internet Sources  LCD TV/ Projector  Laptop  Vedio clips |  | |  |
| ***Desired Learning Outcomes (DLO)*** | | ***Course Content/Subject matter*** | | ***Time Frame (Term/Week/***  ***hrs)*** | ***Teaching and Learning Activities (TLAs)*** | ***Assessment Task (ATs)*** | | ***Resource Materials*** | ***Remarks***  ***(accomplished/***  ***not accomplished)*** | | ***Monitored by*** |
| 1. Diffrentiated measurement, Assessment and Evaluation 2. Defined the terms used to determine the progress of students learning outcomes 3. Differentiated varried Assessment Instruments | | 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 | | 6 hrs. | Brainstorming  Concept mapping or semantic mapping  Mini-workshops  Constructing objective test items  Critiquing sample test items | Written quizzes;  Oral recitation;  Group/individual presentation of outputs including assessment tools  Rubrics development  Constructing a check lists | | Books  Journals  Curriculum Guide    Handouts  Internet Sources  Video clips |  | |  |
| 1. Differentiated Criterion-Referenced and norm Referenced tests 2. Constructed Table of Specifications   (TOS)   1. Constructed different assessment tools 2. Developed rubrics for Essay test | | 1. Development of Varied Assessment Tools: Knowledge and Reasoning    1. Criterion-Referenced vs norm 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   Constructing and Scoring Essay Test | | 12 hrs | Brainstorming  Mini-workshops  Preparing the Table of Specifications  (TOS)  Critiquing sample test items | Presentation of test questions with the table of specifications  develop sample rubrics  sample outputs for cretiqued test questions  self-made assessment tool | | Books  Sample test papers  Sample teacher’s Lesson plan  Curriculum guide |  | |  |
| ***Desired Learning Outcomes (DLO)*** | | ***Course Content/Subject matter*** | | ***Time Frame (Term/Week/***  ***hrs)*** | *Teaching and Learning Activities (TLAs)* | *Assessment Task (ATs)* | | *Resource Materials* | ***Remarks***  ***(accomplished/***  ***not accomplished)*** | | ***Monitored by*** |
| 1. Differentiated varied techniques of establishing validity and reliability 2. Conducted item analysis | | 1. Item Analysis and Validation    1. Item Analysis    2. Norm-Referenced test item analysis    3. Criterion-Referenced test item analysis    4. Validation   Reliability | | 9 hrs | Portfolio development  Performing item analysis | Portfolio showcase  Constructing rubrics  Oral reporting | | Sample portfolio  Sample assessment tool |  | |  |
| 1. Described performanced-based test 2. Designed and Created different types of rubrics in assessing peformance tasks | | 1. Performanced-based Tests    1. Performance-Based Tests    2. Performance Tasks    3. Rubrics and Exemplars    4. Designing and Creating Rubrics   Automating Performance-Based Tests | | 9hrs | *Designing rubrics*  *Brain storming*  *Small Group discussion*  Collaborative learning | *Grades computation/interpretation*  *Individual reporting*  *Oral recitation*  *Journal writing*  *Formulating guidelines for grades distributions* | | Dep. Ed. Orders and other interface documents  Internet sources  Video clips |  | |  |
| 1. Differentiated Norm-Referenced and Criterion-Referenced Grading 2. Used the standardized test scoring 3. Distinguished between Cumulative and Averaging Systems of Grading 4. Explained the grading system of Dep Ed | | 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 | | ***12 hrs*** | Brainstorming on the difference between the criterion-and norm-referenced grading  *Grade computation*  *Buzz Session* | *Grade computation results*  *Reporting* | |  |  | |  |
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| **Suggested Readings, References and Learning Resources** | **Main References:**  .  Gabuyo Y.A. & Dy G.C. (2015). *Assessment of Learning I (Textbook and*  *Reviewer)*.Manila,Phils., Rex Book Store, Inc.  Hena, J, (2015). Classroom assessment 1. Quezon City: Great Books Trading | | | | | | | | |
| **Other References** | **Published/Copyright 2014 to present:**  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 | | | | | | | | |
| **Course requirements** | Midterms:  Finals: | | Major examinations, Individual/Group Outcomes-based projects, collaborative  activities/tasks, quizzes, outdoor experiences, individual oral report,    major exams, individual portfolio, constructed assessment tools,quizzes, individual oral and written report, performance-based activities/demonstration | | | | | | |
| **Grading system** | 1. 60% passing mark/transmutation of raw scores or cumulative related scores | | | | | | | | |
| 1. Major Written Examinations | | | | | | 20 % | | |
| Major Outcome-Based Projects (product or performance) | | | | | | 40 % | | |
| Class Standing – quizzes, class participation/ assignments/other outputs/performances) | | | | | | 40 %  100% | | |
| **Classroom Policies** | 1. Implementaion of classroom policies stated in the student handbook 2. 60% passing percentage in written and performanced-based assessment 3. Attendance and Active Participation in Professional and Experiential Sharing | | | | | | | | |