

## Lecture No. 11 Outcome-Based Educational Literacy

Reinventing Philippine education entails revolutionizing teaching strategies to the tune of technological and practical advancement. A well-equipped graduate understands the Content and employs innovative approaches to achieve learning goals (Spady & Uy, 2014).

Amid the K-12 Basic Education Curriculum in the Philippines, practical training exemplifies the grassroots in making students respond to timely demands. DepEd Order No. 21, series of 2019, characterizes a 21<sup>st</sup>-century individual as one who possesses (1) communication skills, (2) learning and innovation skills, (3) information, media, and technology skills, and (4) life and career skills. These standards bring impetus to change the paradigm of the education system, particularly instruction. Teaching and learning episodes have shifted from highly content-based to practice-based; hence, outcomes-based education (O.B.E.).

In the Philippine Qualifications Framework (P.Q.F.), a college graduate is expected to demonstrate level 6 competencies (<https://pqf.gov.ph/>). The framework projects that graduates of any baccalaureate degree should "have demonstrated broad and coherent knowledge and skills in the field of study for professional work and lifelong learning, engaged in professional research with some degree of independence in terms of a related field with minimal supervision."

The outcomes-based approach in teaching plays the forefront in realizing highly emotional learning (Isaacs et al., 2018). In this sense, guided by the teacher, the student has clear goals at the onset of instruction. Sampa (2014) advocated O.B.E. to focus on skills development rather than rote learning. Isaacs et al. support this by evaluating knowledge via performance-based assessment coherent with the set learning goals.



Credits to the owner of this published image:  
<https://philippinesreport.com/wp-content/uploads/2019/10/Govt-eyes-increase-in-teachers-wages->

### **Let's continue from the Conclusions in Lecture 10**

Creativity is an approach to developing valuable, novel ideas and ways of looking at the world. Literacy in the arts and creative fields encourages one to use their creativity to devise practical solutions. Students' social, emotional, and cognitive skills can all benefit from exposure to the arts.

In this lecture, we will base most of the ideas on Dr. William Spady in their book, co-authored by Dr. Francis Aldrine Uy (2014), on outcomes-based education. Hence, the following objectives are hoped to be achieved.

1. To differentiate deferred and immediate learning outcomes and explain how they are used in curriculum development;
2. To construct valid outcomes-based learning objectives to be the main references of daily lessons, learning activities, and assessment; and,
3. To design performance-based tasks in assessing learning outcomes.



Let's go ahead.

## 1. The Learning Outcome-propelled Curriculum



Photo courtesy of the St. Nicholas Senior High School of Cabanatuan City, Inc.:  
<https://saintnicholasshs.weebly.com/blogs/abm-learners-final-performance-task-organization-and-management>

The term "outcome-based education or O.B.E." refers to a style of instructing in which the outcomes impact curricular decisions students should acquire by the end of the course. O.B.E. is a performance-based method of curriculum creation that gives a powerful and persuasive means of modifying and managing education. This is because this approach centers on the student's actual performance.

Learning activities in the O.B.E. mode are designed according to the intended learning outcome (I.L.O.). The

I.L.O. is a statement of what a learner **can do** due to what they have learned. It describes a specific activity they are competent to carry out at a particular degree of competence when faced with a particular circumstance. Therefore, the teacher must be adept in constructing appropriate and adequate learning outcome statements before developing a repertoire of teaching-learning activities.

**Deferred Learning Outcomes.** O.B.E. places a premium on the long-term effect of learning on the students' lives. Hence, deferred learning outcomes (D.L.O.s) propel the whole educational curriculum. D.L.O.s are usually defined as our lifelong visions of the students about what they are expected to be and what they will be able to produce after graduation. They are also considered life and career outcomes developed from meaningful learning experiences.

The following are some popular D.L.O.s used in college programs.

- ✓ Being certified or registered professionals
- ✓ Successful in one's career as evidenced by a job promotion
- ✓ Holding credible positions in well-established organizations
- ✓ The owner of a reputable business company
- ✓ A model of good governance as an elected public servant

**Immediate Learning Outcomes.** To achieve the long-term goals of education, schools design meaningful, relevant, and developmental learning experiences for students to cultivate their cognitive, affective, and psychomotor skills. These learning activities are derived from the immediate learning outcomes (I.L.O.s) that are observable during or right after instruction; hence, they are immediate. I.L.O.s are our vision of what students can do in school as part of the educational curriculum. They are immediately measurable and verifiable during training as students. The I.L.O. statements are usually the learning objectives used in lesson planning; therefore, they are subject-related.

The following are examples of immediate learning outcomes.

- ✓ Analytical ability in a Philosophy class
- ✓ Problem-solving skills in Math
- ✓ Oral communication proficiency
- ✓ Creative expression through essay-writing
- ✓ Technology utilization when presenting learning outputs
- ✓ Explaining how demand influences supply in Economics

## 2. Constructing Valid Immediate Learning Outcomes

Since pre-service teachers are trained to become O.B.E. teachers, crafting valid learning outcomes and objectives is a pre-requisite. This part of the lecture will focus on preparing immediate learning outcomes or objectives that require a performance task to be assessed accordingly.

In lesson planning, learning objectives set the tone for the teaching-learning process. Therefore, good learning outcomes are constructed in addition to the primary cognitive learning objectives for the specific lesson. They contain the three (3) vital ingredients that will clearly propel outcomes-based learning. These are (1) the **action**, (2) the **object of the action**, and (3) the **performance task**.

**The Action.** The action is always stated with an “action verb”. This is not redundantly stated. An action verb is not any action word. It’s a verb that denotes an observable and measurable performance, such as *demonstrate, list down, define, explain, enumerate, arrange, build, etc.* Verbs that cannot show an observable action are not accepted, like *learn, understand, know, value, appreciate, believe, think, etc.*

The action can be stated in the infinitive (To) or gerund (-ing) form.

- (infinitive) To differentiate, To show, To discuss
- (gerund) Differentiating, Showing, Discussing

**The Object of the Action.** The lesson's object, concept, topic, or idea is placed right after the action verb. The object of the action signifies the subject matter being taught, learned, or assessed. It is called this way because it is what the action is for. For instance, the action to be used is “To arrange.” For the object of the action, the learning concept to be arranged is “the processes in the water cycle.” Therefore, the action and the object of the action together will be “To arrange the three main processes of the water cycle chronologically.”

**Performance Task.** Learning objectives commonly seen in lesson plans and curriculum guides follow an action-and-topic-only format. However, in O.B.E., this is not enough. There has to be a performance task (PeTa) to be indicated to facilitate the assessment of learning outcomes. The performance task suggests what the students can practically do to prove how they learned the lesson's cognitive, affective, and psychomotor aspects. The PeTa is usually preceded by “through, by, by means of, in the form of, utilizing, using, etc. It can also conclude with an adverb of manner to add up to the observability of the performance.

The following are good examples of immediate learning outcomes. Note that the underlined part is the action verb, the *object of the action* is italicized, and the **performance task** is in bold letters.

- ✓ To explain *how the Solar System formed according to the Big Bang Theory* **using a simulation model**
- ✓ Preparing *a cupcake* **by means of a no-bake procedure**
- ✓ To deliberate *on the pros and cons of imposing death penalty* **through a debate**
- ✓ Demonstrating *the principles of servant leadership* **in the form of a one-day community outreach program**
- ✓ To discuss *the harmful effects of the accumulation of greenhouse gases in the atmosphere* **by using a diagrammatical representation electronically or non-electronically**

### 3. Assessing Learning Outcomes in O.B.E.

The performance task that concludes instruction is the highlight of O.B.E. and is technically a form of authentic assessment. Isaacs et al. (2018) post that authentic assessment determines the extent and degree of learning reflected in the practical application of understanding.

An authentic task challenges students to think critically about applying what they've learned to a new context, using their discretion to select the most helpful knowledge and abilities. These tests are authentic because students are encouraged to demonstrate real-world competencies that represent how they understand the lesson.



For instance, when the intended learning outcome is “to promote the importance of the green revolution in the community through an outreach project”, the performance task shall challenge students to organize an off-campus community work on promoting the green revolution. This learning task is derived from the deferred learning outcome of becoming nature-responsible citizens.

After discussing in class the concepts, principles, significance, and examples of the Green Revolution Program, the students can apply what they learned through a performance task. In this case, the authentic assessment is designed to evaluate students' practice in developing the attitude of being nature-responsible citizens, such as a tree-planting activity, soliciting and distributing seedlings to households, home-gardening drive, operation: clean and green, etc.

**The Rubric.** Unlike the conventional pen-and-paper test, authentic assessment is quite complex to score. Learning outcomes observed in the performance task cannot be readily quantified and graded. Therefore, a system called a **rubric** can make subjective performance results quantifiable.

De Leon (2020) describes a rubric used to assess learning performance as an evaluation tool that describes specific criteria for the performance of tasks or skills. It is also a system used to rate a practical skill by determining a set of standards with graduated levels of indicators that increases the objectivity of subjective assessments by using highly observable indicators of performance.

Therefore, teachers must utilize valid rubrics when assessing learning in performance tasks together with a systematic performance mechanism and directions. This lecture emphasizes three rubric categories: scalar, holistic, and analytic rubrics. These are good examples of rubrics in authentic assessment.

### I. *Scalar Rubric*

This type of rubric is the simplest to construct and accomplish because there are only two features to be used. The first is the criteria which state the competencies, skills, qualities, and behaviors expected to be observed in the performance task. The other feature is the graduation of points expressed as indicators of performance. The evaluator will just have to tick the corresponding rating per criterion.

#### **Sample Rubric for Grading a Speech about Extra-Judicial Killing in the Philippines**

<b>Criterion</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Negligible (1)</b>	<b>Not evident (0)</b>
Relevance of the content to the topic/theme						
Chronology of thoughts according to the significance						
The appeal of the ideas to the listeners						
Language proficiency						
Overall conduct (eye contact, gestures, facial expression, movements, etc.)						

## II. Holistic Rubric

---

*The holistic rubric is usually multi-staged. This means that criteria are further detailed into sub-criteria, which are highly observable and made more quantifiable. Scoring redounds to the sub-criteria that are totaled to score the main criterion.*

### Sample Rubric for Grading a RESEARCH AGENDA (R.A.)

Chosen Topic/Title: **CONSTRUCTIVISM IN**

#### 1. Manuscript (30 points)

##### A. Accuracy and Truthfulness of Data Presented (10 points) = \_\_\_\_\_

- Data are supported with citation = 7 points = \_\_\_\_
- Ideas are coherent with one another = 3 points = \_\_\_\_

##### B. Adherence to the Philosophy of Constructivism (10 points) = \_\_\_\_\_

- The four stages are clearly and correctly explained = 8 points (2 points each) = \_\_\_\_
- Constructivism is related to the topic = 2 points = \_\_\_\_

##### C. Order of the Presentation of Data and Analyses (10 points) = \_\_\_\_\_

- Statements are clear and understandable = 3 points = \_\_\_\_
- There is unity and consistency of thoughts = 3 points = \_\_\_\_
- The results and discussion are practical = 4 points = \_\_\_\_

#### 2. Presentation (20 points)

##### D. Logic and Organization of the Presentation (15 points) = \_\_\_\_\_

- The flow of the discussion is smooth and spontaneous = 6 points = \_\_\_\_
- The parts of the research agenda are complete = 4 points = \_\_\_\_
- The presenter(s) master(s) the research content = 5 points = \_\_\_\_

##### E. Use of Media (5 points) = \_\_\_\_\_

- The media used are appropriate to the R.A. = 2 points = \_\_\_\_
- The contents are clearly understood and facilitative = 3 points = \_\_\_\_

**GRAND TOTAL = \_\_\_\_\_**

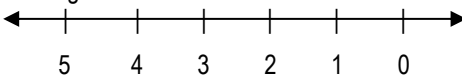
## III. Analytic Rubric:

---

*An analytic rubric provides a unified framework for rating performance across different dimensions. Each criterion can be given a separate value, and the sum of those values can indicate success. Analytic rubrics lay out your evaluation criteria across rows and your performance levels across columns. Points, user-defined points, and text-only scoring are all options for analytical rubrics. Customary and standard points Each criterion on an analytic rubric can be assigned a varied point value based on the instructor's discretion. An Overall Score is given for the standard and user-defined point systems. Their Overall Score measures learners' success in meeting instructor-established criteria. The rubric's total and the overall score are subject to user intervention.*

### Sample RUBRIC FOR GRADING A PORTFOLIO IN PRACTICAL LEARNING

#### I. The Synthesis (20 points): \_\_\_\_

Criterion (Maximum Score)	Exemplary	Standard	Unsatisfactory	Negligible or Not Evident
Relevance of Content to Outcomes-based Education (O.B.E.) (8 points)	The opening statement talks about the highest benefit of using O.B.E. in innovating teaching strategies, and the remaining sentences relate O.B.E. to the activities in class throughout the semester (8)	The opening statement is related to O.B.E. but is not necessarily a statement of benefit or significance; the rest are relevant. (7, 6, 5)	One or more statements contradict or are false statements regarding O.B.E. (4, 3, 2)	More than half or all of the concepts do not relate to O.B.E. (1, 0)
Coherence of ideas to the 21 <sup>st</sup> century teaching-learning standards (7 points)	All the 7C's of 21 <sup>st</sup> Century Learning are correctly mentioned and are coherently related to innovative teaching with examples of experiences in class. (7)	Four to six of the 7C's of 21 <sup>st</sup> Century Learning are correctly mentioned, whether or not they are linked with innovative teaching strategies. (6, 5, 4)	One to three of the 7C's of 21 <sup>st</sup> Century Learning are correctly mentioned, whether or not they are linked with innovative teaching strategies. (3, 2, 1)	None of the competencies of 21 <sup>st</sup> Century Learning is substantially mentioned. (0)
Language Proficiency (5 points)	Well organized, grammatically correct, not too wordy, very precise, and brief	Grade Range 		More than half of the Content has grammar, vocabulary, and language errors.

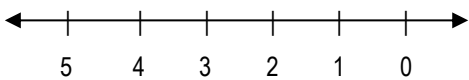
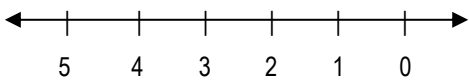
#### WARNING ON PLAGIARISM!

The entire Synthesis should be the student's original; thus, no citation is allowed. If any part of it is copied and/or lifted from any source, the Synthesis will be invalid and equivalent to a score of zero (0).

#### II. The Content (20 points): \_\_\_\_

Criterion (Maximum Score)	Exemplary	Standard	Unsatisfactory	Negligible or Not Evident
Completeness of the contents based on the Daily Interaction Score Card (D.I.S.C.) (12 points)	According to the D.I.S.C. and other O.B.E. outputs, there are various relevant outputs and evidence of learning, and 21 <sup>st</sup> Century Teaching and Learning competencies are well-represented. (12)	About 75% or more of the learning outputs in the DISC, with some about O.B.E. and 21 <sup>st</sup> Century Education, exhibits (11, 10, 9, 8)	About 50-75% of the learning outputs in the DISC, with some about O.B.E. and 21 <sup>st</sup> Century Education, exhibits (7, 6, 5, 4)	Less than 50% of the learning outputs in the DISC with some to none about O.B.E. and 21 <sup>st</sup> Century Education exhibits (3, 2, 1, 0)
Organization and chronology of contents (8 points)	The contents are correctly grouped and arranged according to the DISC. (8)	One to three parts are not correctly classified. (6, 5, 4)	Four to six parts are not correctly classified. (3, 2, 1)	Seven or more parts are not correctly classified (0)

#### III. Overall Presentation (10 points): \_\_\_\_

Standard	Grade Range	Negligible
Means of binding is not more expensive than the cost of a clear book and is durable enough to hold the contents firmly.		Too expensively done and/or pages are loose.
The design (color, accent, fixtures, etc.) is simple yet appealing and neat.		The design is messy and disorganized.

**GRAND TOTAL: 50**

## CONCLUSION:

Outcomes-based educational literacy means that the teacher designs the curriculum by starting with a clear picture of what the learner can do after instruction. A relevant performance task derived from the immediate learning outcome is required as evidence of learning that is assessed using a valid rubric.

## References:

- The Philippine Qualifications Framework (P.Q.F.). Retrieved from <https://pqf.gov.ph/> on May 21, 2023
- De Leon, E.B. (2020). Building and enhancing new literacies across the curriculum. Quezon City, Philippines: LORIMAR
- Department of Education Order No. 21, series of 2019*  
[https://www.deped.gov.ph/wp-content/uploads/2019/08/DO\\_s2019\\_021.pdf](https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf)
- Isaacs, T., Zara, C., & Herbert, G. (2018). *Key concepts in educational assessment*. London: SAGE Publication.
- Sampa, E. (2014). An assessment of level of preparedness among the faculty of the College of Arts and Sciences in a Philippine university for the implementation of outcomes-based education. *International Journal of Research in Social Sciences*, 4(3), 647-662
- Spady, W. and Uy, F. (2014). *Outcome-based education: critical issues and answers*. Quezon City: MaxCor Publishing House, Inc.