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Session 2

C-EDUC5 (3 units) ASSESSMENT in Learning 1

Fall Semester 2023



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C-EDUC5 ASSESSMENT in Learning 1

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Fundamental Concepts in Assessment

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P H I L I P P I N E S



**Let's begin
with this
definition.**

ASSESSMENT

is the systematic collection
of evidence of student
performance **across time**
to evaluate progress toward
achieving learning goals.

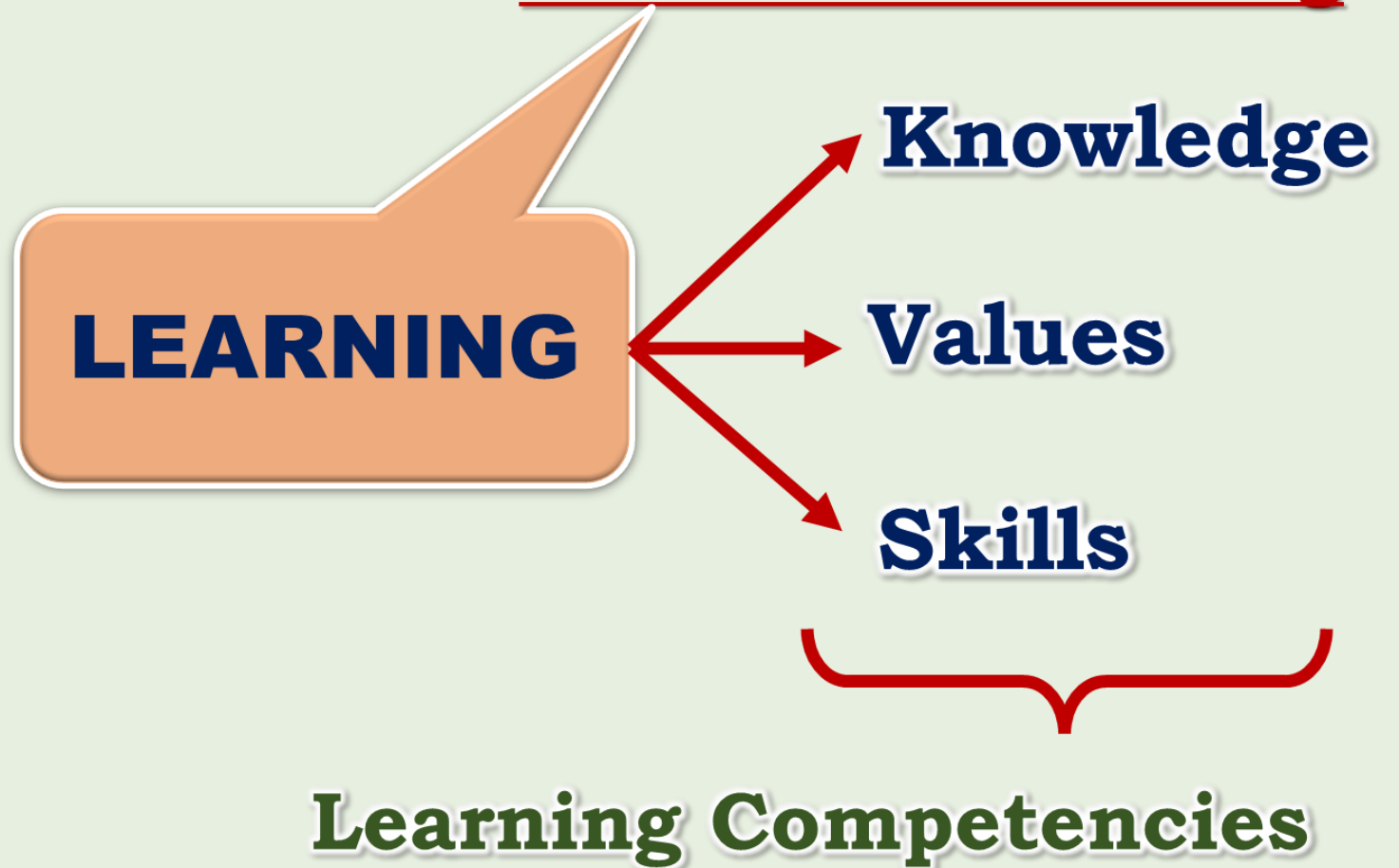
(Lucas & Corpuz, 2020)



Looking back...

Framework of the Teaching-Learning Process

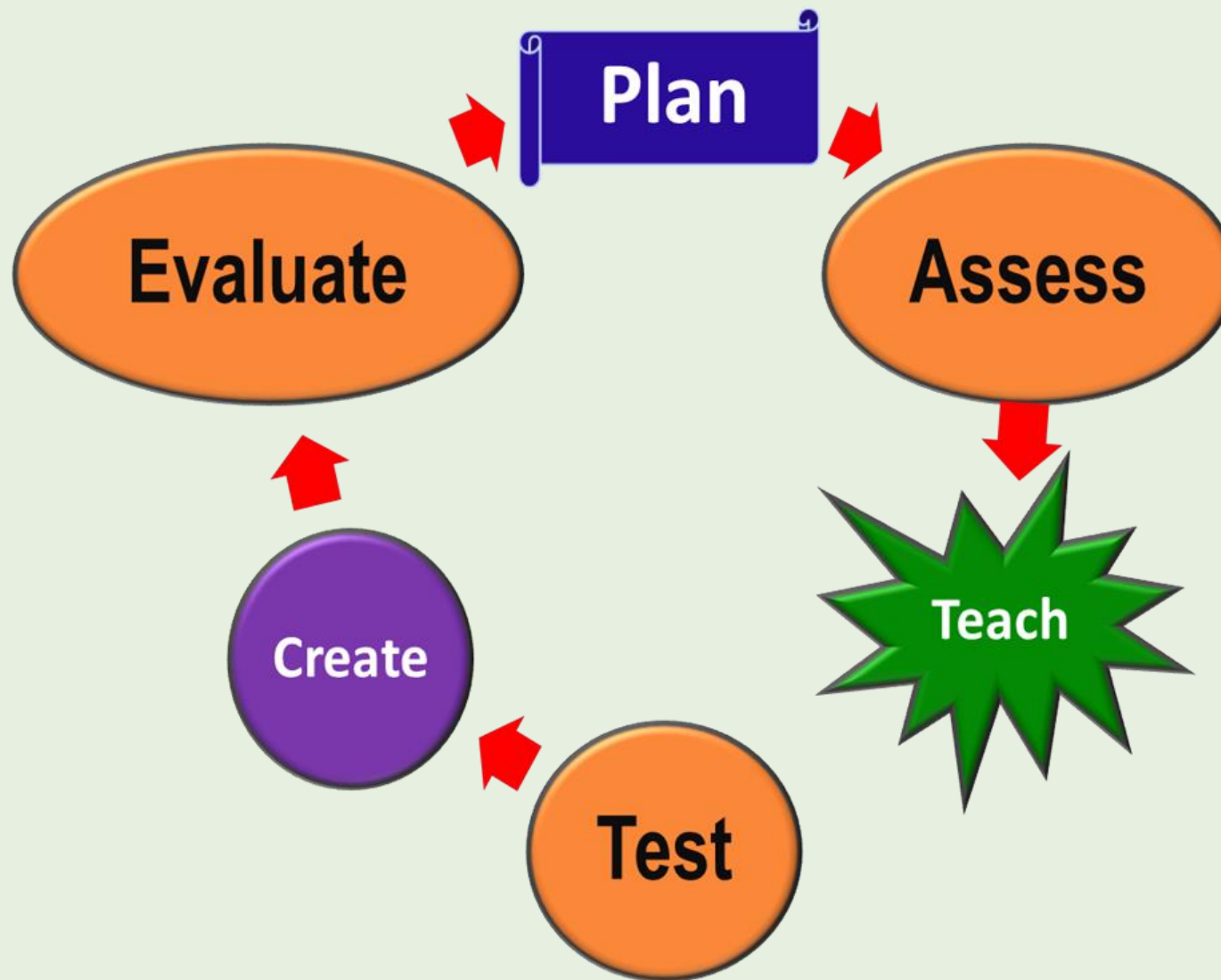
What is the outcome of teaching?





**Looking
back...**

Framework of
ASSESSMENT by
CONTEXT





Looking back...

The Domains of HOLISTIC LEARNING

Cognitive



recalling
concepts,
defining,
reasoning,
drawing
conclusions

Affective



valuing,
demonstrating
emotional
affirmation,
building good
attitude

Psychomotor



practicing
learned
concepts,
making proofs
of learning,
demonstrating



**Looking
back...**

**SESSION 1
CONCLUSION**

HOLISTIC EDUCATION is when the learner develops thinking skills (cognitive) strengthened by a positive attitude (affective) and practiced in real-life situations (psychomotor) *in the service of humanity*.



Session 2

Fundamental Concepts in Assessment

OBJECTIVE

**To describe and
distinguish the various
assessment forms
according to the
assessor's intentions
and purposes**



**Let's think
about our own
experiences.**

**“How do we usually
investigate a problem?”**

ASSESSMENT

Reactively?

Pro-actively?



What are the roles of **ASSESSMENT** in the Teaching and Learning Process?

**Let's think
about our own
experiences.**

*Image 1: Group
urges gov't to
make National
Achievement Test
'truly useful' in
reforming PH
education.
(Source:
Hernando-
Malipot, 2023:
Online)*





Four Basic Terms in Assessment

**What do we
assess for?**

Evidence of Learning

Why assess?

Find a problem

Find a strength

Gather Data

Judge data



Four Basic Terms in Assessment

**What do we
assess for?**

Evidence of Learning

Why assess?

Diagnose

Appraise

Test

Evaluate



Four Basic Terms in Assessment

INTENTIONS AND PURPOSES OF ASSESSMENT

Diagnose

Difficulties needing reinforcement

Appraise

Learning needing enrichment

Test

Data for decision-making in teaching

Evaluate

Improvement of teaching & learning



**Let's assess
your
understanding
of the Four
Basic Terms in
Assessment.**

Determine whether to “Diagnose, Appraise, Test, or Evaluate”

Test

1. Surveying the learners

Evaluate

2. Effectiveness of instruction

Diagnose

3. Learning difficulties

Appraise

4. Competencies for advancement

Determine whether to “Diagnose, Appraise, Test, or Evaluate”

Diagnose

5. To measure the learning capacity of a student

Evaluate

6. To assess the degree of achievement of the learners

Appraise

7. To describe the abilities and skills of the students for enrichment purposes

Test

8. To gather data and information for better learning experiences in the future



**Let's assess
your
understanding
of the Four
Basic Terms in
Assessment.**



Let's dig in further
on the other
**FORMS OF
ASSESSMENT.**

BASED ON THE INTENTIONS AND PURPOSES OF THE ASSESSOR

- 1. As to mode of response**
- 2. As to measuring response**
- 3. As to mode of administration**
- 4. As to test constructor**
- 5. As to mode of interpreting results**
- 6. As to purpose in instruction**



**Forms of
Assessment
as to the
MODE OF
RESPONSE**

WRITTEN

ORAL

PRACTICAL



WRITTEN Test

Pen-and-paper tests

- **Multiple-choice**
- **Identification**
- **Graphical solution**
- **Essay-writing**
- **Problem-solving**
- **Worksheets**

**Forms of
Assessment
as to the
MODE OF
RESPONSE**



**Forms of
Assessment
as to the
MODE OF
RESPONSE**

WRITTEN

ORAL

PRACTICAL



**Forms of
Assessment
as to the
MODE OF
RESPONSE**

ORAL Exam

Test of speaking skills

- Recitation
- Conversation/Dialogue
- Interview
- Reporting
- Impromptu speech
- Debate



**Forms of
Assessment
as to the
MODE OF
RESPONSE**

WRITTEN

ORAL

PRACTICAL



PRACTICAL Work

Performance Task (PeTa)

- Trade test
- Demonstration
- Project-making
- Community extension
- Immersion
- Simulation

**Forms of
Assessment
as to the
MODE OF
RESPONSE**



Forms of
Assessment
as to the
**MEASURING
RESPONSE**

OBJECTIVE

SUBJECTIVE



**Forms of
Assessment
as to the
MEASURING
RESPONSE**

OBJECTIVE

With one absolute answer

- Identification
- Multiple-choice test
- Closed-ended questions
- Matching type



Forms of
Assessment
as to the
**MEASURING
RESPONSE**

OBJECTIVE

SUBJECTIVE



**Forms of
Assessment
as to the
MEASURING
RESPONSE**

SUBJECTIVE

Many possible correct answer

- Essay
- Artwork
- Open-ended questions
- Speech/recitation
- Performance task



**Forms of
Assessment
as to the
MODE OF
ADMINISTRATION**

INDIVIDUAL

PAIRED

GROUP



**Forms of
Assessment
as to the
MODE OF
ADMINISTRATION**

INDIVIDUAL

Testing the individual learner's capacity, ability, skills, and understanding

PAIRED

Testing the ability to learn in partnership with a classmate; learning in dyads

GROUP

Testing the ability to perform roles in collaboration with groupmates



**Forms of
Assessment as
to the TEST
CONSTRUCTOR**

TEACHER-MADE

STANDARDIZED



**Forms of
Assessment as
to the TEST
CONSTRUCTOR**

TEACHER-MADE

Assessing learning according to how pupils were taught by the teacher

STANDARDIZED

Assessing learning of the prescribed curriculum and content with the desired national learning outcomes



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

SELF-REFERENCED

NORM-REFERENCED

CRITERION-REFERENCED



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

SELF-REFERENCED

**Comparing the results of
all tests of one student to
measure progress and
achievement**



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

SELF-REFERENCED

NORM-REFERENCED

CRITERION-REFERENCED



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

NORM-REFERENCED

Comparing result of one student with the rest of the class in the test; ranking



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

SELF-REFERENCED

NORM-REFERENCED

CRITERION-REFERENCED



**Forms of
Assessment
as to the
MODE OF
INTERPRETING
RESULTS**

CRITERION-REFERENCED

**Comparing the test result
of one student with the
learning standards and
expected outcomes or
competencies**



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

DIAGNOSTIC

APTITUDE

FORMATIVE

SUMMATIVE



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

DIAGNOSTIC

Testing the students' learning capacity, difficulties, abilities, and disorders

APTITUDE

Testing the students' interests, talents, distinct skills, and strengths to learn



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

DIAGNOSTIC

APTITUDE

FORMATIVE

SUMMATIVE



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

FORMATIVE

Testing the students' progress and development in learning the expected competencies

- **Diagnostics**
- **Exercises**
- **Drills**
- **Daily quizzes**
- **Recitation**



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

DIAGNOSTIC

APTITUDE

FORMATIVE

SUMMATIVE



**Forms of
Assessment
as to the
PURPOSE IN
INSTRUCTION**

SUMMATIVE

**Testing the students' achievement
of a major learning outcome
covering multiple competencies**

- Unit/Chapter tests
- Long quizzes
- Quarterly/Periodic exams
- Prelims, Midterms, Finals
- Achievement test



Let's assess your understanding.

Match the items in Column A with their descriptions in Column B. Write the letter of your match in the blank.

A

- A 1. Aptitude
- O 2. Criterion-referenced
- B 3. Diagnostic-Appraisal
- F 4. Formative
- J 5. Grouped
- E 6. Individual
- N 7. Norm-referenced
- G 8. Objective
- K 9. Oral
- M 10. Paired
- Q 11. Performance-based
- H 12. Self-referenced
- C 13. Standardized
- I 14. Subjective
- D 15. Summative
- P 16. Teacher-made
- L 17. Written

B

- A. Evaluating the interests and potentials
- B. Assessing strengths and weaknesses
- C. Test of content requirements
- D. Evaluating final achievement
- E. Distinct skills of every pupil
- F. Checking learning progress
- G. With one absolute answer
- H. Assessing own learning
- I. Many possible answers
- J. Collaborative learning
- K. Test of speaking skills
- L. Pen-and-paper test
- M. Partnership skills
- N. Comparing pupils
- O. Based on rubrics
- P. Test of pedagogy
- Q. Practical works



Session 2

Fundamental Concepts in Assessment

CONCLUSION

Various evaluation methods can facilitate the comprehension of student development across many dimensions. This comprehension can provide valuable insights for selecting and implementing instructional approaches, perhaps resulting in various modifications.



Session 2

Fundamental Concepts in Assessment

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