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Session 5

C-EDUC5 (3 units) ASSESSMENT in Learning 1

Fall Semester 2023



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**Fall Semester
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Critical Thinking and Learning Skills for Children and Adolescents

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P H I L I P P I N E S



**Let's begin
with this
goal in
mind.**



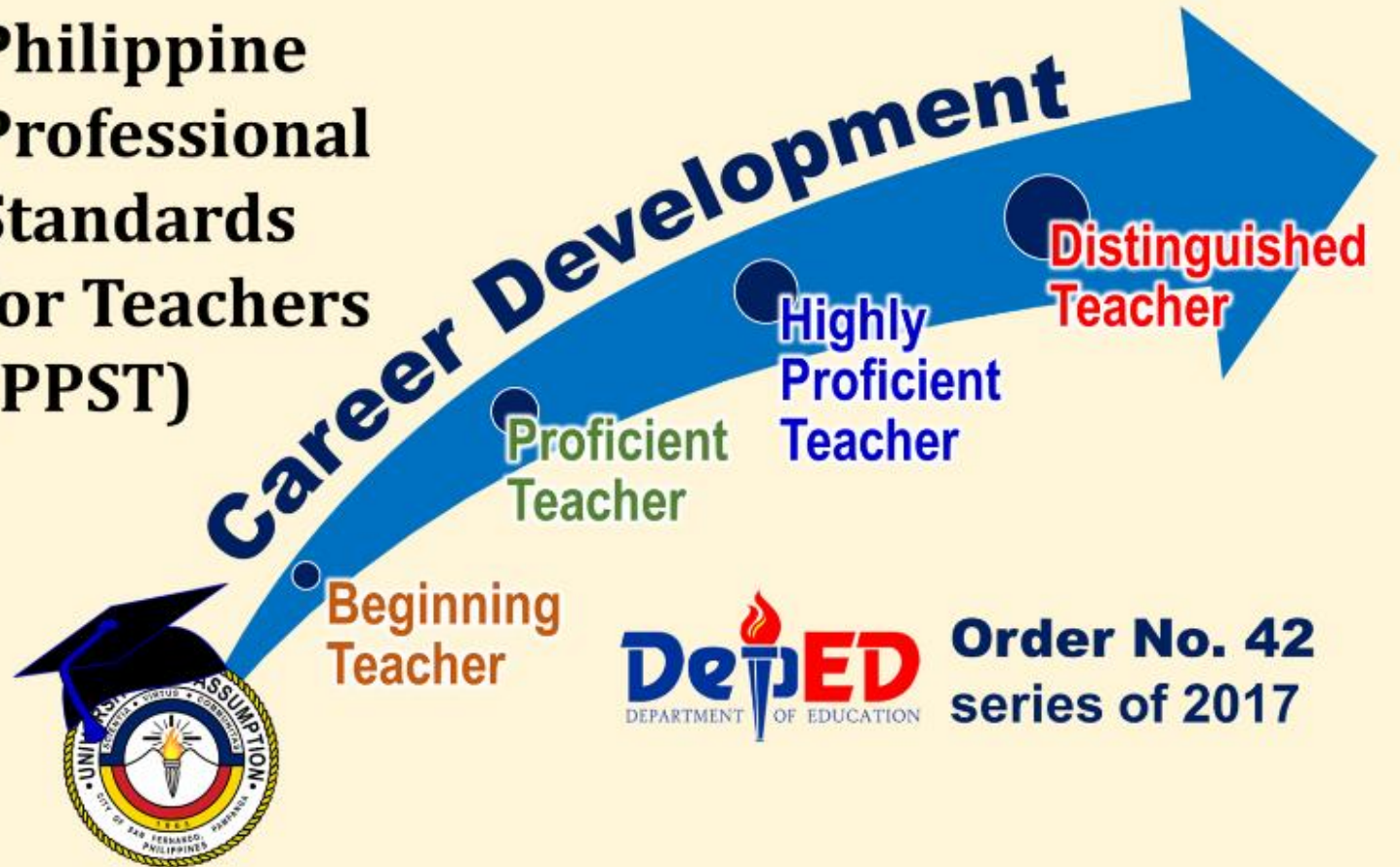
Image 1: Dela Cruz of BioSci, RCNAS becomes first Filipino teacher to be awarded by American Society of Microbiology (Source: University of Santo Tomas e-Portal, 2017: Online)



Looking back...

The Career
Development
Path of Teachers
in the Philippines

Philippine
Professional
Standards
for Teachers
(PPST)





Looking back...

The Philippine Professional Standards for Teachers (PPST)

Philippine Professional Standards for Teachers (PPST)

DOMAIN 1 Content Knowledge and Pedagogy

DOMAIN 2 Learning Environment

DOMAIN 3 Diversity of Learners

DOMAIN 4 Curriculum and Planning

DOMAIN 5 Assessment and Reporting

DOMAIN 6 Community Linkages and Professional Engagement

DOMAIN 7 Personal Growth and Professional Development



Looking back...

Focusing on
PPST Domain 5:
**ASSESSMENT &
REPORTING**

**Strand
5.1** Design, selection, organization and
utilization of assessment strategies

**Strand
5.2** Monitoring and evaluation of learner
progress and achievement

**Strand
5.3** Feedback to improve learning

**Strand
5.4** Communication of learner needs,
progress and achievement to key
stakeholders

**Strand
5.5** Use of assessment data to enhance
teaching and learning practices and
programs



**Looking
back...**

**SESSION 4
CONCLUSION**

Domain 5 of the Philippine Professional Standards for Teachers (2017), Assessment and Reporting, along with its five strands, determines the ideals teachers consider in designing, using, and evaluating assessment strategies. Among the standards are the congruence to the curriculum guides and learning essentials to the assessment instrument being designed.



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

Image 1: The COVID-19 pandemic has shown the importance of education technology in curriculum delivery and student assessment. (Source: Asian Development Bank, 2021: Online)



How would we be sure that the assessment tools we create could measure the higher-order thinking abilities of students?



Session 5

Critical Thinking and Learning Skills for Children and Adolescents

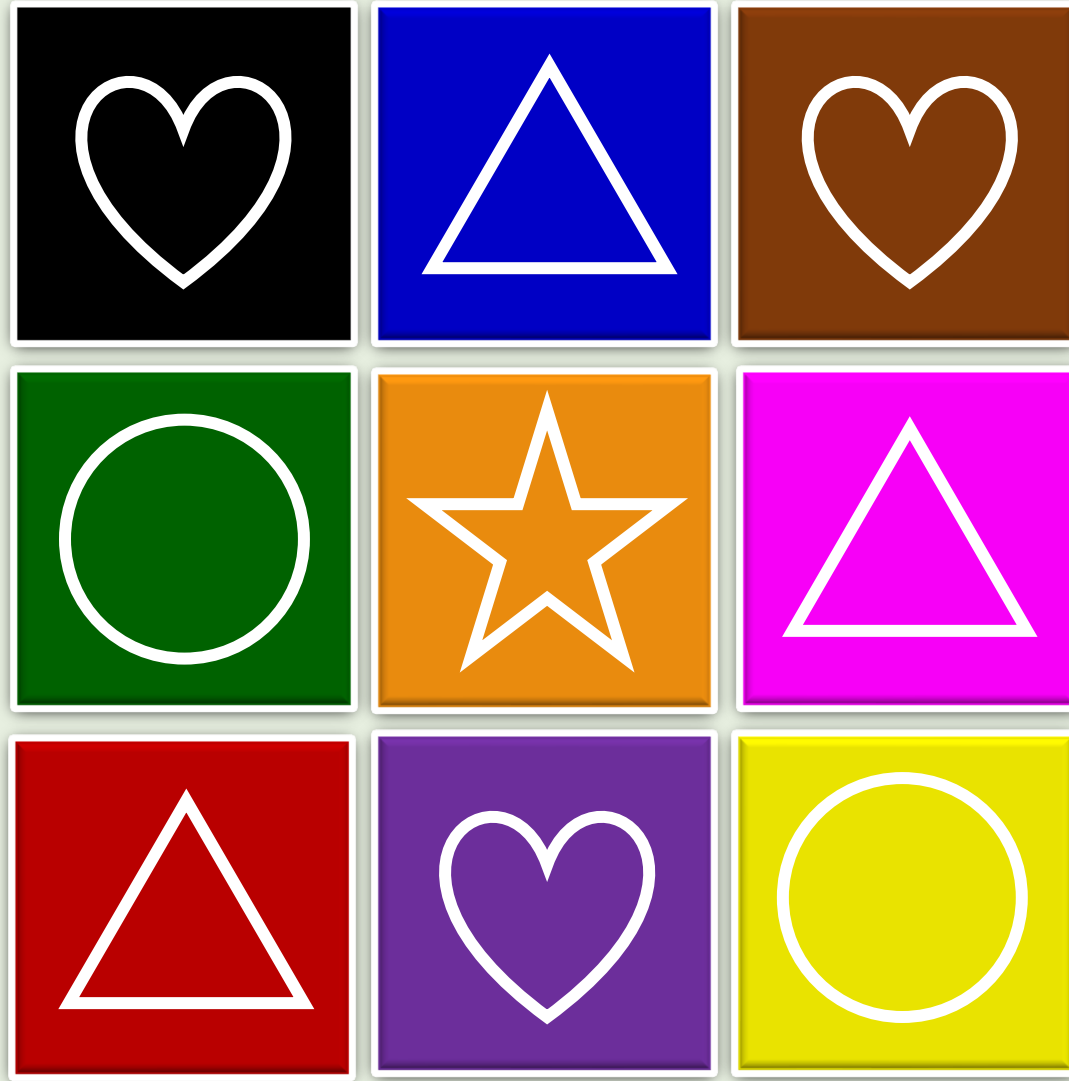
OBJECTIVES

1. To identify the observable thinking skills of learners that are indicative of analytical and critical thinking;
2. To determine how the analytical and critical thinking skills are assessed in school; and,
3. To discuss the application of analytical and critical thinking in social responsibility.



Mental Challenge

**Observe the
figure at the
right for
1 minute only.**





Mental Challenge

Answer the following questions based on the figure.

1. What shape is placed in the center square?
2. How many squares contain a circle?
3. Give one of the three colors that contain hearts?
4. Which layer has two identical shapes in the squares?
5. How are the colors arranged in the squares?

Star

Two

Black
Brown
Violet

Top

Alphabetically



Topic 1

Observable Indicators of Analytical and Critical Thinking

The foundation of
learning is
THINKING.

(Navarro, Santos, & Corpuz, 2019).



Topic 1

**Observable
Indicators of
Analytical and
Critical
Thinking**

THINKING

ANALYTICAL

CRITICAL



Topic 1

Observable Indicators of Analytical and Critical Thinking

ANALYTICAL Thinking

- ✓ Reducing large amounts of data and information to manageable chunks that may then be used to address specific issues
- ✓ Reasoning with the data, recollecting facts, and evaluating the data



Topic 1

Observable Indicators of Analytical and Critical Thinking

CRITICAL Thinking

- ✓ Considering all the facts and data provided and making conclusions based on them
- ✓ Challenging opinions, points of view, and possible solutions that have been proposed



Topic 1.1

Observable Indicators of ANALYTICAL THINKING

- 1. Breaking down ideas into smaller concepts**
- 2. Identifying a problem**
- 3. Comparing and contrasting concepts**
- 4. Elaborating**
- 5. Concluding**



Topic 1.1

Observable Indicators of ANALYTICAL THINKING

1. Breaking down ideas into smaller concepts

- viewing and exploring a concept by defining its characteristics, features, and significant parts**



Topic 1.1

Observable Indicators of ANALYTICAL THINKING

2. Identifying a problem

- determining the central issue within a general experience**



Topic 1.1

Observable Indicators of ANALYTICAL THINKING

3. Comparing and contrasting concepts

- finding out what things
have in common and
what sets them apart**



Topic 1.1

Observable Indicators of **ANALYTICAL THINKING**

4. Elaborating

- further explaining a concept, idea, process, or experience through inferring, predicting, and hypothesizing



Topic 1.1

Observable Indicators of **ANALYTICAL THINKING**

5. Concluding

- stating a general thought about the concepts, issues, or facts that are put together



Topic 1.2

Observable Indicators of CRITICAL THINKING

- 1. Determining logical patterns**
- 2. Evaluating a problem**
- 3. Synthesizing relationships**
- 4. Problem-solving**
- 5. Decision-making**



Topic 1.2

Observable Indicators of **CRITICAL THINKING**

1. Determining logical patterns

- manifested when a person judges the situations, conditions, and issues and concludes with a reason for their existence



Topic 1.2

Observable Indicators of **CRITICAL THINKING**

2. Evaluating a problem

- judging how the problem affects the people, organization, or community based on the observed incidents



Topic 1.2

Observable Indicators of **CRITICAL THINKING**

3. Synthesizing relationships

- creating new information or knowledge derived from the analysis of comparisons and contrasts



Topic 1.2

Observable Indicators of **CRITICAL THINKING**

4. Problem-solving

- recommending solutions and innovations based on weighing the pros and cons of specific actions toward a problem



Topic 1.2

Observable Indicators of **CRITICAL THINKING**

5. Decision-making

- recommending solutions and innovations based on weighing the pros and cons of specific actions toward a problem



Topic 2

Assessment of Analytical and Critical Thinking

ANALYTICAL Thinking

1. Breaking down ideas into smaller concepts
2. Identifying a problem
3. Comparing and contrasting concepts
4. Elaborating
5. Concluding

CRITICAL Thinking

1. Determining logical patterns
2. Evaluating a problem
3. Synthesizing relationships
4. Problem-solving
5. Decision-making

ANALYTICAL Thinking

<i>Indicator</i>	<i>Sample question format</i>
Breaking down ideas into smaller components	<ul style="list-style-type: none">- Which part is responsible for...?- What feature is described as...?
Identifying a problem	<ul style="list-style-type: none">- How does the problem exist?- What are the characteristics of...?
Comparing and contrasting concepts	<ul style="list-style-type: none">- What is the difference of...?- How does one relate with...?
Elaborating	<ul style="list-style-type: none">- What causes it to happen...?- What are the effects of...?
Concluding	<ul style="list-style-type: none">- How does one become one...?- If this is... then what...?

Topic 2.1

Assessment of Analytical and Critical Thinking



CRITICAL Thinking

<i>Indicator</i>	<i>Sample question format</i>
Determining logical patterns	<ul style="list-style-type: none">- What makes one an essential part...?- What could be the aftermath of...?
Evaluating a problem	<ul style="list-style-type: none">- Why is there a need to solve...?- What is the impact of the problem?
Synthesizing relationships	<ul style="list-style-type: none">- What are the advantages of...?- How does one affect the other...?
Problem-solving	<ul style="list-style-type: none">- How does a solution solve the problem?- Which innovation is practical? Why?
Decision-making	<ul style="list-style-type: none">- What will you do? Why?- Given the conditions, what should be done? Why?

Topic 2.2

Assessment of Analytical and Critical Thinking





Critical thinking develops better with others.

Topic 3

Analytical-Critical Thinking and Social Responsibility for Children and Adolescents

Social Cognitive Theory

(by Albert Bandura in Lucas & Corpuz, 2020)

Behavioral patterns are learned from sequential experiences with others – family, peers, communities.



Topic 3

**Analytical-
Critical Thinking
and Social
Responsibility
for Children
and Adolescents**

SOCIAL COGNITIVISM



Critical Thinking



Life Skills

SOCIAL RESPONSIBILITY

Field
Observation with
Conscious
Understanding of
Situations

Functional
Actions of
Initiative on
Tasks
Harmoniously



CATEGORIES OF SOCIAL RESPONSIBILITY

Topic 3

**Analytical-
Critical Thinking
and Social
Responsibility
for Children
and Adolescents**

SPEED



Topic 3

**Analytical-
Critical Thinking
and Social
Responsibility
for Children
and Adolescents**

CATEGORIES OF SOCIAL RESPONSIBILITY

Spiritual Psycho-emotional concern

Personal Self as an agent of harmony

Ecological Caring for the environment/nature

Economic Wise use of resources & wealth

Digital Constructive use of social media



Session 5

Critical Thinking and Learning Skills for Children and Adolescents

CONCLUSION

Analytical and critical thinking skills are foremost in training students to learn. As they are prepared for a more responsive and productive life ahead of them, they are exposed to reasoning, problem-solving, and creative work. Higher-order thinking questions and activities are the primary tools to assess their cognitive abilities.



Session 5

Critical Thinking and Learning Skills for Children and Adolescents

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