Session 7

Deriving Learning Competencies for Assessment

A. Introduction

The introduction of new technologies has resulted in a shift in educational philosophy on a global scale. With the knowledge explosion, students no longer have to rely solely on their teachers as they are constantly exposed to vast amounts of material that can be easily accessed using student-friendly technology. The role of the educator has shifted to that of a knowledge facilitator, who helps students sort through, make sense of, and verify the material they've learned.

Image 1: What is a Performance Task? (Source: McTighe, n.d.: Online)

Introducing cutting-edge technology and more hands-on learning experiences into the classroom are essential steps toward reimagining the educational system in the Philippines. A graduate with the necessary tools knows the material and uses creative strategies to master it. 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 21st-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 performance-based.

In this lecture, learning outcomes are construed as learning competencies because they indicate how the learners perform and demonstrate learning acquired from instruction. Therefore, the assessment of Learning and the test tools are derived from the desired learning competencies where instruction originates.

Session 6 Conclusion

Bloom's Taxonomy of Cognitive Outcomes guides teachers in designing teaching-learning activities according to the hierarchy of thinking. Following the system teaches learners to develop their thinking skills gradually. The teachers are directed to state learning outcomes and derive assessment tools based on the taxonomy to assess Learning systematically.

B. Session Objectives

After taking this lecture, you are expected to:

1. Explain the progressive difference between immediate and deferred learning outcomes through practical examples;
2. Describe the chronological pattern of assessing learning competencies; and,
3. Derive learning objectives according to the assessment of learning competencies.

C. Session Content

1. Learning Outcomes

The learning outcomes for a course are the observable improvements in students' competence, knowledge, and attitudes that should result from finishing the course (Isaacs, Zara & Herbert, 2018). These plans differ from traditional lesson plans because they focus on the student's activities rather than the teacher's content delivery.

The term "learning outcomes" should not be used independently. All components must be cohesive and relevant to the unit's name without being redundant. Good teachers know how to help their pupils articulate their own learning outcomes. Students have a better chance of succeeding

on a test or significant assignment if they are informed of and allowed to practice the skills and strategies they will need to follow. In other words, they will have picked up on the points you stressed. They can't fulfill your expectations without knowing what they are. If they cannot deduce the correct answer, they will hold it against you and consider you unfair.

Deferred Learning Outcomes. Holistic teaching and Learning place a premium on the long-term effect of learning on 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
- Thriving 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. Assessing Learning in Terms of Competencies

Students demonstrate their competency when they can apply what they have learned in their daily lives (Navarro, Santos & Corpuz, 2019). In this case, when teachers assess the student's learning, it is vital to determine what is actually evaluated. In assessing the progress of learning, it is crucial also to perform progressive assessment.

This lecture guides the teacher assessor on what to expect from the learner on the attributes of learning systematically. Therefore, it is fundamental to evolve assessment when administering the test during the study. The 3Cs are recommended: concept, context, and competency.

Concept. The concept is known as the subject matter, including the terminologies, basic information, technical words, topics, ideas, jargon, and the like. The basics of learning always redound to remembering the concept. The teacher has to make an effort to check whether students remember the concept and at least know their most essential characteristics before moving forward to more advanced learning.

Context. Remembering the concepts is not enough in considering holistic learning. It is more pertinent that learners understand and apply them in various ways. Understanding and applying the learning concepts is called contextual learning. The context is the more profound and broader understanding of the concepts. In this aspect, the learners are expected to define the concepts in their own words, interpret them, and provide practical examples.

Competency. Competencies are the learning outcomes, behaviors, and developmental practices that students use functionally in real-life circumstances (Lucas & Corpuz, 2020). Learning competencies are developed when students are engaged in higher-order thinking involving analyzing, evaluating, and creating. Learning competencies are the behavioral learning objectives based on instruction and assessment in the curriculum.

Therefore, in this lecture, we need to recognize the chronological order of the teaching-learning-assessment process by following the concept-context-competency track. This way, assessing learners will yield beneficial results and prevent wasting time, effort, and resources because instruction is well-informed and directed based on Bloom's taxonomy.

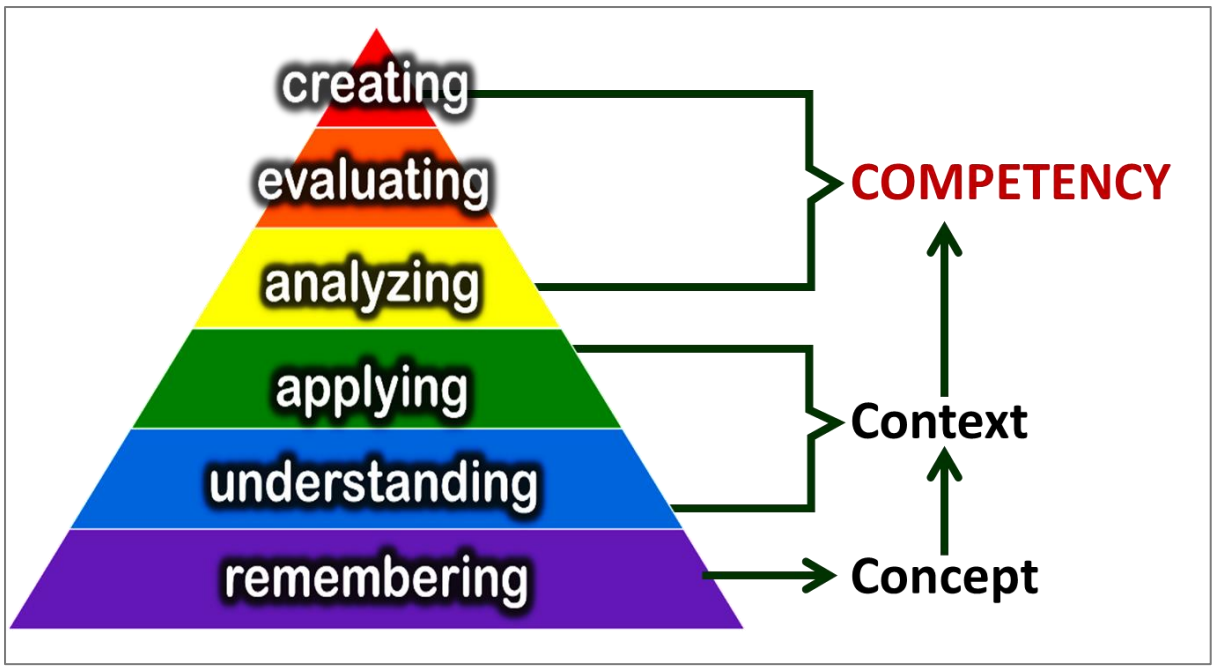

Figure 1. Theoretical Framework of the Assessment of Learning Competencies

Figure 1 is a graphical memorandum for teachers on systematizing learning assessment toward well-informed and data-driven instruction. Teachers frequently construct assessment tools heavy on conceptual and contextual areas. It has been commonly observed that summative tests lack the assessment of learning competencies. Upon tracing the assessment plans, learning competencies have only been stated at the conceptual and contextual levels. This means that most achievement tests have failed to measure whether or not learners have functionally achieved the competencies.

3. Crafting Learning Competencies

Learning competencies are stated in SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives. Writing valid learning outcomes and objectives is a standard instruction and assessment prerequisite. 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 describe, To demonstrate, To discuss
- (gerund) Describing, Demonstrating, Discussing

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 competency-based learning, this is not enough. There has to be a performance task 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

D. Conclusion

Based on Bloom's taxonomy, systematic learning is geared toward learning concepts, contexts, and competencies. Therefore, the bases of instruction and assessment are the learning competencies stated in SMART learning objectives.

E. References

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