

Session 12

Exercise Assessment Guide

A. Introduction

Assessing students' performances in class need to have accurate bases. In order to avoid personal bias in giving grades or rating students' performances, teachers consider using scoring rubric. There are different rubrics that can be used crafted from the established objective/s of the task.

B. Session Objectives

- Articulate the relationship between test and measurement and the assessment and evaluation.
- Gather, organize, analyze and interpret scores and other forms of measurement and evaluation of students' performance in PATHFIT II class.
- Recognize the significance of assessing students' learning before, during and after instruction.
- Manifest the ethical standards in assessing and evaluating student learning.
- Demonstrate integrity and honesty in reporting results and findings in assessment.
- Exhibit the behavior of an active and participative assessor of student learning.

C. Session Content

1. Topic 1: Important terms, their Purpose and Importance

- ✚ Test
- ✚ Measurement
- ✚ Evaluation
- ✚ Assessment

Test is one of the ways to determine the level of the students' knowledge or skills on what he/she has learned in the class.

Measurement is the process of quantifying figures, amount, dimension of students' performance.

Evaluation involves collecting and analyzing information about students' performance. Its purpose is to make judgments about students' performance of a particular activity.

Assessment is the process of documenting the practical data of students performance to improve learning.

2. Topic 2: AUTHENTIC ASSESSMENT

To have a picture of what the authentic assessment can contribute to the holistic development our the learners, below is the comparison between the traditional and authentic assessment.

Traditional Assessment

- Teacher centered
- Emphasis is on achieving what is written on the lesson plan.
- Passive learners
- Exam-driven

Authentic Assessment

- Teacher as facilitator
- Integration of knowledge and life skills
- Active Learners
- Several aspects of learners' abilities will also be assessed

Sample Activities measured by Authentic Assessment

- Conducting field research
- Role playing
- Doing portfolios
- Original creative projects

- Writing stories / reports
- ***Performing particular skills (particularly PATHFIT II activities)***

Authentic Assessment Tools

- Observations
- Performance Samples
- Actual Performance

The authentic assessment tool is an appropriate measure to gauge **performance-based** task of students. This measures students' ability to apply the skills and knowledge learned from the class *discussion* and *interaction*. *The performance-based assessment is useful:*

- ✓ in the application of knowledge and skills, not just recall or recognition
- ✓ to produce a single, correct answer
- ✓ to establish authentic contexts for performance
- ✓ to provide evidence of understanding via transfer of learning
- ✓ to integrate two or more subjects
- ✓ to be evaluated with established criteria and rubrics

The authentic assessment as part of the Outcomes of Education also aims to produce results classified as **immediate and deferred outcomes**.

Immediate Outcomes- These are the skills or competencies acquired upon completion of a subject taught

Example: Performing swimming flutter kick in the class after the class orientation and practice.

Deferred Outcomes - The ability to apply the learned skills or competencies in various aspects of lives.

Example: Participating in a regional swimming competition.

Performance Assessment Guide

1. Set the objectives of the performance task

2. Deliver appropriate instructions
3. Create guidelines & scoring rubric
4. Administer; provide feedback afterwards

3. Topic 3: SAMPLE SCORING RUBRICS FOR PERFORMANCE TASK (AUTHENTIC ASSESSMENT)

Guide for making Scoring Rubric

- ❖ Make a list of what you want the students to accomplish through your assignment.
- ❖ Organize your list from most important to least important.
- ❖ Decide on an overall point value for the tasks.
- ❖ Assign each item on your ranked list a percentage value.
- ❖ Assign specific grading criteria for each main category
- ❖ Distribute or display the rubric to the students when you are explaining the tasks.

Types of Rubrics

1. Developmental Rubrics
2. Holistic Rubrics
3. Analytic Rubrics

1. Developmental Rubrics - this rubric determine the level of development of the students' performance.

Indicators	Yes	No
Stance:		
Feet together (about 2-3 inches apart)		
Toes are pointing forward		
Knees are locked		
Trunk / Torso:		
The upper and lower back are straightly aligned		
Shoulders are properly elevated		
Shoulders are balance from side, front and back view		
Arms:		
Both arms are rested on the sides of the body		
Head		
Back of the head is aligned to the upper back		
Over-all		
Maintained the alignment of the 3-point contact of the body (back of the head, upper back and glutes)		

Checklist Rubric: Individual Performance

Activities in Stations	Performed properly well	Performed averagely	Lacks efforts
Station 1			
Station 2			
Station 3			
Station 4			
Station 5			

Teacher's Remarks: _____

Student's Remarks: _____

Task: Sing the National Anthem with mastery and with proper gesture.

Indicators	Yes (2)	No (1)
Sang the song with mastery of the lyrics without looking on the notes.		
Showed appropriate gesture		
Maintained eye contact with the audience while singing		
Pronounced words clearly with proper diction		
Depoirtment		
TOTAL (10 points)		

Task: Students perform dancercise in an online class. The output should be canned and submitted on the given schedule.

Indicators	Yes (2 pts.)	No (1 pt.)
All members of the group are on screen in the entire group presentation		
The group submitted their accomplished task on time via google drive		
The presented activity is within the context of the group’s assigned topic		
The group didn't in any way disturb other groups’ presentation		
The group manifested mastery on the presentation of the choses task		

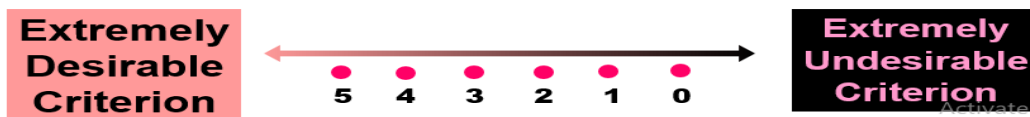
2. Holistic Rubrics

- The emphasis on what the learner is able to demonstrate, rather than what she/he cannot do.
- It does not provide specific feedback for improvement.

➤ It is difficult to select the single best performance.

Criterion	4	3	2	1	0
Criterion 1	Most desirable attribute	Desirable attribute	Moderately desirable attribute	Slightly desirable attribute	Absence of the attribute
Criterion	Exceeds Standard	Meets Standard	Below Standard	Irrelevant	No Response
Criterion 1 (point)	Observable indicator/s that characterize the descriptive rating with the proportional points for every criterion per accomplishment				

Criterion	Very Good 4	Good 3	Fair 2	Needs Improvement 1	Not Observed 0
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3. Analytic Rubrics

- Provide useful feedback on areas of strength and weakness.
- Criterion can be weighted to reflect the relative importance of each learning dimension.
- Takes more time to create and use than a holistic rubric.

Scoring Rubric for Push and Glide in Freestyle Swimming

Points	Criteria
100	Executed push and glide with both feet, arms extended upward, reached 10 meter-distance (2 nd line)
90	Executed push and glide with both feet, arms extended upward, but didn't reach 10 meter-distance (2 nd line)
85	Executed push and glide with one foot, arms extended upward, reached 10 meter-distance (2 nd line)
80	Executed push and glide with one foot, arms extended upward, but didn't reach 10 meter-distance (2 nd line)
75	Executed push and glide with one foot, arms not extended upward, and didn't reach 10 meter-distance (2 nd line)
70	Attempted to execute the push and glide but failed in all required positions
60	Didn't execute push and glide

E. Conclusion

Having scoring rubric as a guide, it gives an opportunity for students to be guided on what to do in their task. In the same way, teachers can easily rate the students' performance and can provide feedback right away.

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