

**ALS AUTHENTIC ASSESSMENT LEARNING MATERIALS:
ESSENTIALS IN TEACHING COMMUNICATION SKILLS**

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Comparable to Critical Thinking and Problem-Solving Skills that encompass both Math and Science, Communication Skills is demanding to impart especially to out-of-school learners. However, CS is an essential competency because the course itself requires it as an important tool needed to recognize the different core competencies. Rather, its content has something to do with developing skills in listening, reading, speaking, writing and viewing. Communication Skills have fundamentals on Speaking Competency which includes abilities in using the language expressions and grammatical constructions correctly in oral communication while Writing includes readiness skills, mechanics in guiding writing, functional and creative writing (K to 12 Curriculum for ALS Learning Strand 1). The K to 12 Basic Education Curriculum for ALS aims to help Out-of-School learners understand that good communication skills are involved in the dynamic social progress which responds to and reflects changing social conditions. It is also inevitably involved with development of self and sense of community skills. The Curriculum purposes that learners are assumed an outlook to construct upon their preceding understanding and skills while using their own knowledge, level, styles and talents (K to 12 Curriculum for ALS Learning Communication Skills).

Specifically, Mobile Teachers find difficulties in assessing and teaching different kinds of Out-of-School learners with different life stories, beliefs, culture, learning levels and skills. This situation calls for Literacy Facilitators to create and deliver assessments and instructions for OS Learners based on their readiness, interest and background

knowledge and how to break mind filter that hinders their participation on learning. Hence, there's a need to use non-threatening assessment learning materials.

According to Center for Teaching and Learning (ctl.byu.edu); Alternative Assessments also referred to as performance test or authentic assessments are used to determine what students can and cannot do, in variance to what they are aware of. Usual instances of alternative assessments include portfolios, task works, and other undertakings necessitating some type of documentation.

Grant Wigg (1987) once describe Authentic Assessment as engaging and worthy problems or questions of importance in which students must use knowledge to fashion performance effectively and creatively. The assignment is whichever copies and equivalent to the type of situation faced by mature people and patrons or experts in their respective venues.

The AA (Authentic Assessment) entails learners to create their personal response to queries somewhat than pick from given selections as in MC (multiple choice) items and involves them to practice a series of higher order thinking skills (HOTS). It encourages both teacher and students to determine their rate of progress in cooperatively attaining the desired student learning outcomes. Furthermore, it does not encourage memorization learning and passive taking of test; as an alternative, learners are necessary to make evident rational skills, knack to incorporate what they acquire, creativity, and ability to contribute in group, assistances in spoken and printed information. In short, AA (authentic assessment) values not only the learning outcomes but also the course of knowledge which is lifelong learning.

According from www.slideshare.net, the Authentic Assessment PRIMER written by Peter Lang, "the Authentic Assessment is the capacity of instructive execution that are valuable, noteworthy and important as compared to MC (multiple choice) ST

(standardized test). It can also devise by the teacher or in collaboration with the teacher or in collaboration with the student by engaging student voice.

As an ALS implementer since 2003, I resolutely consider that the use of Authentic Assessment Learning Materials in teaching Out-of-School Learners will display the outcome on the theoretical and functional performance especially the reading comprehension artifice from referencing the result of National Accreditation and Equivalency Test under A&E Program utilizing the Functional Literacy Test (FLT) of Alternative Learning System with the following competencies in reading; 1. Interpreting (Interpret by making inferences to interpreting information that is not directly stated. Answer how and why question), 2. Locating (Locate information by matching words or when there is distracting information or information that is not next to matched word. Respond on answering 'What?' 'Where?' 'How many?' and 'When?' questions), 3. Summarizing (Summarize, recognize the main idea, separate details from the main idea, give an opinion) and 4. Cause-and-Effect (Cause and Effect Relationships that make predictions, draw conclusions and sequence ideas) [ALS Functional Literacy Test Guide of Bureau of Alternative Learning System). Moreover, based from the K to 12 Basic Education Curriculum for the Alternative Learning System coded as Learning Strand 1 and termed as Communication Skills in Filipino and English which pursues to improve the aptitude of OSYA (out-of-school youth and adults) to contact, unfavourably progression, and effectually use obtainable data in a multiplicity of mass media thus as to work excellently as a member of the family, community, nation and the world, and to participate actively in community and economic development. The LS 1 (Learning Strand) includes the 5 (five) key code expertise to be precise; L for listening disparagingly and evocatively, S for speaking undoubtedly and properly, R for reading to practice and use facts after a inclusive array of written materials and other systems of mass media, articulating one's thoughts and approaches visibly and efficiently in viewing and writing to demonstrate critical understanding and interpretation of visual media (K to 12 Revised Curriculum for ALS Kit of Department of Education).

Similarly for the first time, our country the Philippines hinged the PISA (Programme for International Student Assessment) of the OECD (Organization for Economic Co-operation and Development) in year 2018 as helping of the Quality Basic Education reform plan and a step towards globalizing the quality of Philippine basic education (Statement on Philippines' ranking in 2018 PISA Results, deped.gov.ph).

With the PISA (Programme for International Student Assessment) outcomes which too mirror the pupils' enactment in the NAT (National Achievement Test). The Department of Education recognizes the insistence of talking concerns and breaches in accomplishing quality basic education in the Philippines. Over this analysis, reading routine measures the capability to comprehend, use and redirect on inscribed writings acceptable to realize aims, advances learning and probability and join in in humanity (Reading performance (PISA), data.oecd.com). As a result, the Philippines rank second to last means that there is something wrong with our education system especially on teaching communication-reading skills. Thus, with this Authentic Assessment Learning Materials of ALS, it may also consider to use it in a formal education community set up.

References:

Research on the Effectiveness of Using Authentic Assessment Learning Materials on Teaching Communication Skills and ALS 2.0 Enhanced Curriculum