

ASSESSMENT AS LEARNING: CONTEXT TO ARALING PANLIPUNAN

by:

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Assessment as learning is the ultimate form of assessment where learners become the assessors of their own learning progress by monitoring their learning paces, asking questions, and using a wide range of strategies for them to analyze what they know, able to do, and reform their learning.

Typically, the activities herein are recorded and graded. So, in assessment as learning, the activities are performed by the learners with their peers/co-learners via formal and informal feedback and self-assessment. Such information may guide them to plan what to do next with their learning paces.

More so, the students are continuously reflecting on their performances through constant collaboration, reflection, and self-evaluation. Indeed, in this phase of the assessment process, the learners take responsibility or lead on their own learning by asking questions about their progress and exploring ways how to better their performance and outcomes.

In the end, learners are using the results of their performance or outcomes in the assessment of learning to inform them about their future learning goals, while the teachers use them to make judgments on the learners' achievement against the standards or goals of education.

Assessment as learning is very evident in the K-12 curricula as the assessment activities provided therein are commonly geared towards the development of

independent learning and metacognition (wherein learners are able to manage their own pace of learning).

This is also so true in Araling Panlipunan wherein the end goal is always for the learners to comprehend, process, and perform on their own with little to no supervision at all. As Araling Panlipunan teachers, it is important for us to guide thoroughly the learners and provide activities in real-life contexts that will enable them to think and act critically and responsibly. Very evident here is how the teachers use implicit teaching (modeling) and gradual release of responsibility (GRR) model wherein there is a slow and intentional shift of orientation from teacher-centered to student-centered practice and application embedded on the thrust of 'I do, we do, you do' or 'show me, help me, let me').

References:

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