

ASSESSMENT FOR LEARNING: CONTEXT TO ARALING PANLIPUNAN

by:

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Assessment for learning also incorporates evidence-based practices on students' level of competencies (i.e., knowledge, understanding, or skills), but is usually used by the teachers to inform them about the state of their teaching and the status of the learners.

Commonly applied in the form of formative assessment, it uses throughout the teaching-learning process for better understanding and learning experience; typically, recorded but not graded. Assessment for learning activities is intended for teachers and their colleagues/peers. Teachers are working collaboratively to develop assessment activities providing inclusive, progressive, and differentiated experiences addressing their individual differences and varying needs. The said activities could be formal and informal to check the learning progress so that later on, the results can be used to plan for better or improved instruction.

The main emphasis here is on feedback, scaffolding/instructional support, and collaboration. Activities under the assessment for learning activities are typically done during the teaching-learning process so that teachers could identify with ease those students at-risk, monitor their progress, and adjust instruction according to immediate needs and situations. It is important that teachers take a careful analysis of student's progress and make necessary adjustments to cater to their needs and ensure that they are on track toward performing what they are expected to perform and deliver in the classroom.

The same with the assessment of learning, the measures for the assessment for learning are also evident in the K-12 curricula, especially on various activities that can be

done during the actual teaching-learning process which are geared towards the development of higher-order thinking skills and 21st-century skills. It ensures that learners are progressing toward achieving fundamental skills and measures essential for them to traverse to higher forms of learning.

In Araling Panlipunan teacher, variety of assessments for learning (especially formative assessment activities) are used to ensure that learners are able to perform their tasks and gain the necessary competencies required from them. Since the majority of the learning tasks in Araling Panlipunan are content, process, and skill-based, it is essential that formative assessment activities lead them to acquire the necessary knowledge, understanding, and skill to perform the task they need to deliver.

As mandated in the PPST (Philippine Professional Standards for Teachers) under DO No. 42, s. 2017, teachers are mandated to perform assessment and reporting (Domain 5), wherein they need to apply varied assessment tools and strategies to monitor, evaluate, document, and report on learners' achievement, progress, and needs to execute better instruction; hence, the teachers shall always apply assessment of learning to know where the students are.

References:

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