

THE ROLE OF DIAGNOSTIC ASSESSMENT

by:

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Similar to a baby learning to walk, the start of the school year is usually difficult. The number of falls is outpacing the number of rises. No one knows how much time he will need to practice walking. But as the baby grows into a little boy, he learns to run, jump, and leap until it comes naturally to him and becomes a routine.

The same may be said of the teaching-learning process. When a new school year begins, most teachers wonder, "Where to begin?" Teachers typically have little or no understanding of the types of learners they will encounter - their attitudes toward learning as well as their strengths, limitations, and gifts. New kids, new beginnings, and new challenges await in the new school year.

To address these concerns, it is necessary to assess students' strengths and weaknesses prior to the start of class. Teachers should assess students' present understanding of the skills they will learn at each school level. Every learner's skill level should be assessed ahead of time so that the teacher is aware of his or her learner's potential.

Students are given diagnostic assessments in each subject area at the start of each school year. This school year, 2022-2023, Regional Memorandum 504 series of 2022, or Guidelines for Conducting the 2022 Regional Diagnostic Assessment in All Learning Areas from Grades 1 to 12 offered standardized diagnostic assessments across the region.

Diagnostic tests are used to determine the percentage of students who met the minimum level of proficiency in various learning areas in previous grades, to determine the most and least mastered competencies, to use the results to improve teachers' teaching

skills, and to develop a school intervention/remediation plan for the identified learning gaps. Teachers were able to discover the specific area where the problem exists and the specific competency where the majority of the learners commit errors by administering regional diagnostic assessments. These were accomplished by identifying the most and least taught competencies in each learning area. Thus, administering diagnostic tests to students allows the teacher to identify the nature and source of the student's learning difficulties and aid them.

Without a doubt, the percentage of students who attained or exceeded the required level of competency is low. This result is expected because, due to the pandemic, pupils have been studying at home for the past two years, resulting in learning gaps. Diagnostic tests and other forms of evaluation are critical in closing these learning gaps. By administering these evaluations, teachers can examine the extent to which educational objectives have been met.

Furthermore, the identified learners' weak learning areas aid the teacher to create interventions such as remediation of various learning challenges faced by the learners as well as reinforcement of the strengths demonstrated.

Nonetheless, the role of diagnostic testing in any educational process is vital, especially in today's education system.

References: