

## ASSESSMENT USING SOLO TAXONOMY IN STRENGTHENING THE 21ST CENTURY SKILLS

*by:*

**MARIA CECILIA R. CABRERA**

*Master Teacher I, San Benito Elementary School*

The Department of Education as the school opened for the face - to - face classes after the two years pandemic had seen the emerging learning gaps and issues that are needed to address. The pandemic has impacted all of us most especially the learners. It was not surprising by the results of assessments conducted among these learners and this is a big challenge and need to work to solve the problem. The commitment to continue providing quality education to our learners this time of recovering stage shall catalyze technological upgrades and innovations in learning resources and platforms. The department is facing “ learning poverty” and base on results the core of the problem are not the pupils or students but rather the teachers hence we need to upskill all teachers, never stop improving yourself.

Thus, SOLO ( Structure of the Observed Learned Outcome ) answers the need to learning recovery as it emphasize the important role of assessment practices that we teacher gives as a part of normal classroom activity in order to inform, monitor and promote student wellness and development. SOLO taxonomy offers 5 structure of observe learning outcome which are pre- structural, uni- structural, multi - structural, relational and extended abstract. Each level has a corresponding score that a pupil can have . In creating a test item the options have corresponding score of 0, 1, 2 and 3. Learners will not get zero but instead will have chance to pass the assessment base on the level of understanding he has on the lessons. In such manner a teacher can encourage the learner to integrate his understanding on ideas and connects it to the present situation. In designing the test items there should be a trial stage of the materials for SOLO item

development. Administration of batteries should be administer to a population of students afterwards there should be data analysis and content and quality checking.

As Goodhart's Law stated, " When a measure becomes a target it ceases to be a good measure ". Therefore, assessment should be well design and plan. The words of Fives & DiDonato-Barnes, 2013 further tells us that , " Classroom tests provide teachers with essential information used to make decisions about instruction and student grades". Therefore a teacher should design an appropriate type of test that will definitely measure what it intends to measure. Planning , designing and evaluating the assessment is an important thing to consider. Now the purpose of SOLO ( Structure of Observed Learning Outcomes ) offers a structured outline for the learners to use to build their learning and thinking. It motivates students to ponder where they are presently in terms of their level of understanding, and what they must do to progress. Using SOLO taxonomy in assessment lessen the working memory time among learners. Students then can respond by rote level and can give the impression of attaining a higher - order thinking skills learners.

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As we are dealing with the 21st Century Skills, creative thinking, collaboration, communication and creativity should manifest in every assessment materials that the teacher will create. Working from a developmental perspective such as SOLO model can expose our learners to a more productive experiences that a learner can have.

### *References:*

Biggs, J., & Collis, K. ( 1982 ). Evaluating the quality of learning: The SOLO taxonomy, NY: Academic Press.