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ASSESSMENT, CERTIFICATION, AND RECOGNITION



The ALS-EST program recommends assessments that are varied and fair for all types of Learners. Assessment is a continuous and systematic process of collecting qualitative and quantitative information, and is designed to improve, demonstrate, and inquire about student learning (Mentkowski, 1999).

The Changing Nature of Assessment

Perspectives and practices in assessment have continually evolved.

Traditional assessments were mainly summative. They were done at the end of a lesson, chapter, or unit activity. Nowadays, assessment is seen as an integral part of the learning process, done continuously, giving premium to formative assessment or assessment for learning.

In the past, assessment was limited to paper and pencil tests, filling the blanks, and multiple-choice questions. With the aid of technology, broader formats are used, including constructed-response, performance-based, and project-based.

Before, assessments measured mainly factual knowledge and conceptual understanding, based on book information. Now, assessments measure 21st century skills of critical thinking, communicating, collaborating and creating.

Before, teachers were seen as ‘knowledge disseminators.’ Now, they are looked up to as ‘thinking facilitators.’

ALS-EST teachers and facilitators are expected to embrace these newer perspectives on assessment.

Assessment Methods: Gathering Evidence of Learners’ Progress

ALS-EST teachers combine different methods to assess what Learners know and can do, including:

- Observing Learners’ performance, formally and informally
- Dialogue – giving them opportunities to explain why and how they came up with a particular plan
- Analyzing the quality of Learners’ outputs or products based on agreed standards
- Tests – assess Learners’ mastery of a skill or concept

Across these assessment methods, it is important for ALS-EST teachers to give feedback that are: focused, substantive and timely. The feedback on Learners' performance serves to:

- Acknowledge and celebrate learning progress
- Highlight competencies which have been mastered
- Highlight areas for further improvement
- Identify reasons underlying Learner performance ratings/assessment scores

For a discussion of basic assessment principles, sample rubrics for varied purposes and assessments in different learning areas, see Classroom-based Assessment Resource Book (CARB, 2018). This is a resource developed by DepEd that serves as a useful reference as it supports D.O. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Ed Program).

In the ALS-EST program, authentic learning and assessments are required. Learning and assessment becomes authentic when it allows Learners to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the Learner. It includes creating a product that addresses a particular need or, in the context of ALS-EST, can be a source of income for the individual and his/her family. Below are real-world examples of assessment:

- Conducting research and writing a report
- Holding constructive debates
- Doing experiments
- Making journals or writing reflections
- Engaging in pair or with group discussions
- Carrying out self-assessment

ALS-EST Assessments

Diagnostic and/or Pre-ALS-EST Assessment

Learners applying to join the ALS-EST program are expected to have basic literacy and numeracy competencies as well as a certain level of functional literacy skills. Learners without these minimum literacy competencies would likely struggle to complete the required learning activities and assessment tasks set by the Program. Applicants to the ALS-EST program may undergo the following assessments as part of the screening process (see Chapter 3, The Learners):

- *Recognition of Prior Learning* – Prior learning and experiences, formal or non-formal, are documented through the RPL. It is used both as a pre-assessment/diagnostic tool, and to document Learners' readiness in seeking certification at the end of the Program.
- *Assessment of Basic Literacy* – assesses a Learner's reading, writing, and numeracy skills.
- *Functional Literacy Test* – measures reading, writing, basic numeracy, and listening and speaking skills.

Together with the Learner, the ALS-EST teachers and instructors review the outcomes of these different pre-assessment tests. Collectively, the ALS-EST teachers and instructors determine if the Learner is adequately prepared to join the Program and what their priority learning needs are. Learning goals are then discussed and documented in an ILA.

Formative and Summative Assessment

DepEd Order 8, s. 2015 gives emphasis on two kinds of classroom assessments.

Formative Assessment includes what teachers do to check prior knowledge of Learners so that interventions can be done immediately while the lesson is ongoing. Summative Assessment is done at the end of a lesson or chapter.



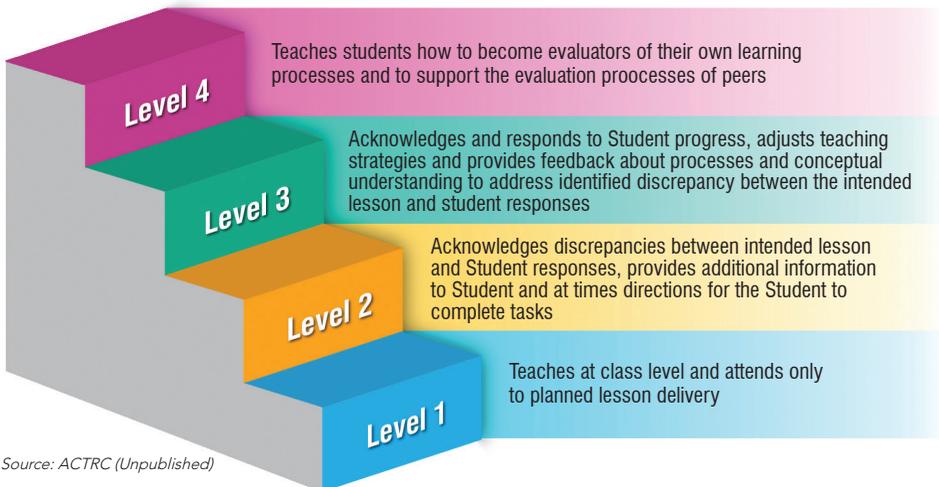
Table 8-1. Formative and Summative Assessment Compared

| Areas of concern | Types of Assessment | | |
|-----------------------|---|--|--|
| | Formative Assessment | | Summative Assessment |
| | Assessment for Learning | Assessment as Learning | Assessment of Learning |
| Why Assess | To enable teachers to determine next steps in advancing student learning | To guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps | To certify or inform student’s proficiency in relation to curriculum learning outcomes |
| What to assess | Each student’s progress and learning needs in relation to the curricular outcomes | Each student’s thinking about his/her learning, what strategies he/she uses to support or challenge that learning, and the mechanisms he/she uses to adjust and advance his/her learning | The extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcomes |
| How to Assess | A range of methods in different modes that makes students’ skills and understanding visible | A range of methods in different modes that elicits students’ learning and metacognitive processes | A range of methods in different modes that assesses both product and process |

Source: Adapted from Earl and Katz (2006)

In its study on Formative Assessment, the Assessment, Curriculum and Technology Research Center, a joint research center between the Assessment Research Centre, University of Melbourne and the University of the Philippines, defined formative assessment practice into four levels (see Figure 8-1).

Figure 8-1. Levels of Formative Assessment Practice



Source: ACTRC (Unpublished)

The ACTRC study revealed the limited practice of formative assessment in the Philippines. More than 50% of teachers are at Level 1. Around 20% and 8% are at Level 2 and 3, respectively, while no teacher reached Level 4. Much work needs to be done to develop assessment as a part of the learning process.

To help Learners develop a deeper understanding of concepts and skills, ALS-EST trainers have to practice various formative assessments:

- ***Performance-Based Assessment***

In general, a performance-based assessment measures the Learners' ability to apply the skills and knowledge learned from a unit/s of study. Typically, Learners are challenged to do tasks using their higher-order thinking skills to create a product or complete a process or set of tasks (Chun, 2010). Tasks can range from a simple demonstration to a complex design of a proposal for a new business venture.

The most genuine assessments in ALS-EST require Learners to complete tasks in a classroom setting that closely mirror the responsibilities of a certain occupation, for example, visual artist, baker, engineer, hairdresser, laboratory technician, plumber, and others.

ALS-EST Learners enrolled in a welding class are asked to safely cut metals and weld them to make a water tank. They can also be assessed on how they determine the right proportion of oxygen and acetylene to bend metals especially if they are using varied thicknesses of the iron bars.

In baking, Learners can demonstrate the processes in making a three-layer wedding cake complete with icing and decorations based on specifications of the bride or groom. In these examples, Learners can be assessed not only on the quality of their outputs but also on how they price their work to be able to earn.

- ***Project-Based Assessment***

Project-based assessment, which is primarily used under the PBL strategy, uses projects to simulate real-world situations. It encourages Learners to integrate and apply multiple learning competencies from different learning areas into a single complex learning output.

The Bureau of Curriculum Development has compiled a list of sample learning projects for the ALS program.

- ✓ Project outputs can be a barangay newsletter, a business plan, an exhibition, a project proposal, a recipe compilation, an audio-visual presentation, among others.
- ✓ Skills trainers frequently have Learners work on developing models for a product as evidence of their mastery of a range of skills.

Project-based assessment encourages teamwork. Projects, which are usually too large or complex to be completed by one student, are assigned to several students working together.

Projects are measured using rubrics for consistency and fairness across assessors. ALS-EST Learning Facilitators discuss these specific rubrics with the Learners at the start of the projects. Rubrics vary depending on the task. An example of rubrics for projects is shown below.

Table 8-2. Sample Rubrics for Projects

| Criteria | Performance Indicators | | |
|---|---|---|--|
| | Excellent (Already 'shaped') | Developing (Great start but can still be improved) | Beginning (Needs further development) |
| Relevance to family or community needs | <ul style="list-style-type: none"> • Seen as useful and valuable, it solves the defined problem or meets the identified need • Practical or feasible | <ul style="list-style-type: none"> • Useful and valuable to some extent, it may not solve certain aspects of the defined problem or exactly meet the identified need • Unclear if product would be practical or feasible | <ul style="list-style-type: none"> • Not useful or valuable to the intended audience/ user • Would not work in the real world, impractical or unfeasible |
| Design and creativity | <ul style="list-style-type: none"> • New, unique, surprising, shows a personal touch • May successfully break rules and conventions, or use common materials or ideas in new, clever, and surprising ways | <ul style="list-style-type: none"> • With some new ideas or improvements, but some ideas are predictable or conventional • May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas | <ul style="list-style-type: none"> • Relies on existing models, ideas or directions, it is not new or unique • Follows rules and conventions, uses materials and ideas in typical ways |

Table 8-2 continuation

| Criteria | Performance Indicators | | |
|---|---|---|--|
| | Excellent (Already 'shaped') | Developing (Great start but can still be improved) | Beginning (Needs further development) |
| Alignment with curriculum standards of a specific strand | <ul style="list-style-type: none"> • Demonstrates application of knowledge, competencies, and technical skills required of the strand in focus | <ul style="list-style-type: none"> • Partially demonstrates application of knowledge, competencies, and technical skills required of the strand in focus | <ul style="list-style-type: none"> • Shows limited application of knowledge, competencies, and technical skills required of the strand in focus |
| Report organization and presentation | <ul style="list-style-type: none"> • Creates visually exciting presentation media • Includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience | <ul style="list-style-type: none"> • Adds some interesting touches to presentation media • Attempts to include elements in presentation that make it more lively and engaging | <ul style="list-style-type: none"> • Presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) |
| Peer Evaluation | <ul style="list-style-type: none"> • Each member made a good contribution, there was shared responsibility as seen in the peer evaluation | <ul style="list-style-type: none"> • Some members did more work than others as seen in the peer evaluation | <ul style="list-style-type: none"> • Some members had minimal contribution as seen in the peer evaluation |

Source: Adapted from Buck Institute for Education (n.d.)

• Self-Assessment

Self-assessment helps students stay involved and motivated. It encourages self-reflection and a sense of responsibility for their own learning. It is both an assessment and a learning tool such that students learn to:

- ✓ Pinpoint their strengths and weaknesses (in knowledge and skills)
- ✓ Identify where to focus their attention in learning
- ✓ Set realistic goals
- ✓ Adjust/revise their work
- ✓ Track their own learning progress and performance

To help students with this type of assessment, teachers may coach students in creating relevant assessment criteria and guide them in grading their own work. These self-assessment forms may also be used for peer assessment. Figure 8-2 shows a sample of a self-assessment checklist.

Figure 8-2. Sample Self-Assessment Checklist: Working in a Group

Student Name: _____ Class/Subject: _____
 Date: _____

Instruction: *Think about how well you are working in your group. Think of your skills as demonstrated in your role. Rank your skills from the highest to the lowest (with 3 as the highest and 1 as the lowest).*

| No. | Group Skills | 3 | 2 | 1 |
|-----|---|---|---|---|
| 1 | I listen attentively to others in the group. | | | |
| 2 | I express my ideas clearly and to the point. | | | |
| 3 | I willingly take turns (assuming varied roles). | | | |
| 4 | I actively participate in all activities. | | | |
| 5 | I show respect to alternative points of view . | | | |
| 6 | I say something positive first before disagreeing or criticizing ideas of others. | | | |
| 7 | I try to connect/integrate information heard from others. | | | |
| 8 | I analyze ideas of others before making a comment. | | | |
| 9 | I take note of significant information presented. | | | |
| 10 | I take note of issues raised. | | | |
| 11 | I connect information from others with my own prior knowledge and experience. | | | |
| 12 | I stay focused on the topic being discussed. | | | |

- **Portfolio Assessment**

An ALS-EST Learner's portfolio exhibits his/her efforts, progress, and achievements in various areas of the curriculum. It is a collection of various learning outputs and other forms of educational evidence, which are assembled for:

- ✓ Evaluating coursework quality, learning progress, and academic achievement
- ✓ Determining whether Learners met learning standards or other academic requirements for subjects, grade-level promotion, and graduation
- ✓ Helping Learners reflect on their academic goals and progress
- ✓ Creating a lasting archive of academic work products, accomplishments, and other documentation

The ALS-EST program recognizes two types of Learner portfolios: the Work Folder Portfolio and the Presentation Portfolio. Both portfolios are a compilation of a Learner's work, but they serve different purposes. Both portfolios have self-reflection pieces which make them different from an ordinary compilation of students' outputs or records. (See Table 8-3 and Figure 8-3.)

Work Folder Portfolio is made up of all the work outputs Learners produce in their ALS-EST learning program. The ALS-EST Learner or teacher can use the contents of the Work Folder as a reference when reviewing a student's learning progress and identifying areas for further study. The portfolio contains both finished and unfinished works. The contents of the portfolio may include:

- ✓ Written samples (journal entries, poems, and essays)
- ✓ Quiz and test results
- ✓ Completed module activities
- ✓ Self-assessment tests and assignments
- ✓ Technical drawings and computations
- ✓ Personal reflections

Presentation Portfolio comprises selected work samples Learners have chosen to show to others for the purpose of assessment and/or certification. Students include selected outputs/work samples from their Work Folder Portfolio which best illustrate their mastery of competencies of the ALS K to 12 Basic Education Curriculum and Skills Training.

The Presentation Portfolio is used to gauge if s/he is eligible to graduate and receive an elementary or junior secondary certificate, along with results of the Learner's A&E test. The Presentation Portfolio is submitted to external examiners or assessors as evidence that the Learner has met the minimum requirements to pass the ALS-EST program.

- ✓ The Presentation Portfolio can also be used when applying for a job.
(see 'Exit Assessments' below.)
- ✓ This portfolio contains self-reflection write-ups. For each selected learning output/work sample, the Learner includes a brief reflection on why it was chosen and how it provides evidence of their learning.

It also includes documentation of a Learner's track record of learning before joining the ALS-EST program including among others:

- ✓ Resume/curriculum vitae
- ✓ Training certificates
- ✓ Previous school report cards
- ✓ Description of past work experience
- ✓ Description of special skills/talents



Figure 8-3. Sample of a Contents Checklist of a Presentation Portfolio*

Instruction to the Teacher: Use the following checklist when assisting learners in the preparation of their Presentation Portfolio.

| Portfolio Components and Guide Questions: | YES | NO |
|--|------------|-----------|
| I. General Requirements | | |
| The Learner’s name and Learning Center details | | |
| An address where the portfolio can be sent after assessment | | |
| A signed declaration by the Learner to say that the work submitted is his or her work | | |
| Certification of the contents by you as ALS-EST Teacher | | |
| Verification of the contents by the District Supervisor or the ALS-EST coordinator | | |
| A table of contents | | |
| A presentation portfolio summary page prepared by the Learner explaining why the work samples and other evidences were selected | | |
| Enrollment Form (ALS-A&E Enrollment 1) | | |
| Assessment of Basic Literacy (ABL) results, if available | | |
| Functional Literacy Test, if available | | |
| II. Documentation of Life Experiences (ALS RPL Form 1) | | |
| Summary Record of Training/Skills (ALS RPL Form 2), if applicable | | |
| Summary of Work History (ALS RPL Form 3), if applicable | | |
| Learner’s Checklist of Skills (ALS RPL Form 4) | | |
| Individual Learning Agreement (ALS Assessment Form 1) | | |
| Weekly Learning Log (ALS Assessment Form 2) | | |
| Review of Learning Goals (ALS Assessment Form 3) | | |
| Learner’s Record of Learning Module Use (ALS Assessment Form 4) | | |
| III. Project | | |
| Does the presentation portfolio contain a project completed by the Learner? | | |
| Does the Project contain clear evidence of the collection, analysis, organization and presentation of information? | | |
| Does the Project contain clear evidence of expected level of English and/or Filipino written communication skills? | | |
| Does the Project contain clear evidence of the practical application of skills gained in the learning program covering the six learning strands of the ALS-EST Curriculum? | | |
| IV. Selected Work Samples | | |
| Are the work samples written in clear language? | | |
| Do the work samples show evidence of critical thinking and problem solving skills? | | |
| Do the work samples show evidence of achievement in six learning strands of the ALS-EST Curriculum? | | |

** Several requirements for inclusion in the Presentation Portfolio are based on ALS forms. Source: Adapted from ALS Manual (Forthcoming)*

Table 8-3. Sample Rubric for a Presentation Portfolio

| Assessment Category | Criteria |
|---------------------|---|
| 4 | The contents of the Presentation Portfolio provide clear evidence of the Learner’s progress towards achieving stated learning goals. The information in the portfolio is detailed, complete, accurate, and neatly presented in a way that facilitates assessor access to evidence. |
| 3 | The contents of the presentation portfolio provide evidence of the Learner’s progress towards achievement of stated learning goals. The information in the portfolio is complete, accurate, and neatly presented. The organization of the content does not facilitate assessor access to evidence. |
| 2 | The contents of the presentation portfolio provide limited evidence of the Learner’s progress towards achieving stated learning goals. Some of the information in the portfolio are incomplete, insufficient or inaccurate. The organization of the contents does not facilitate assessor access to evidence. |
| 1 | The contents of the presentation portfolio provide insufficient evidence of the Learner’s progress towards achieving stated learning goals. The information in the portfolio is incomplete, insufficient, and inaccurate. The organization of the contents does not facilitate assessor access to evidence. |
| 0 | The presentation portfolio contains insufficient evidence upon which an assessment can be based. |

Source: *Instructional Managers Manual (2001)*

Exit Assessments

Exit Assessment for Basic Education

The A&E exam measures competencies and life skills of Learners who did not attend/finish formal elementary or secondary education. The A&E exam comprises a multiple-choice test anchored on the competencies of the ALS Curriculum. It may also include a written essay.

If a Learner passes the A&E s/he can be issued an elementary or secondary education certificate (see ‘Certification’ below).

The Bureau of Educational Assessment administers the A&E exams which are given at the end of Elementary and Secondary level ALS learning interventions. Currently, the secondary level A&E exam covers only up to Grade 10 or JHS. In the absence of an ALS SHS equivalency test, there is a proposal to use the Exit Assessment for Grade 12 as an equivalency test for ALS-EST Learners. The Division Office releases the A&E test results. Learners claim their test results by showing proof of their identity. (D.O. 55, s. 2016)

Exit Assessment for Skills Training

For the skills component of the ALS-EST program, completers who seek national skills certification can take the NC test, which TESDA administers for a variety of occupational skills.

Prior to taking the test, ALS-EST completers need to be registered with their local TESDA office. TESDA assigns a certified assessor to evaluate the ALS-EST completer's level of competence using performance-based assessments and at times, a written exam (see 'Certification for Skills Training Competencies' below).

Certification

Certification for Basic Education Competencies

DepEd issues A&E Elementary and Secondary Certificate/Diploma to successful A&E passers.

Certification for Skills Training Competencies

TESDA is the lead agency that provides skills training certification for ALS-EST completers. The NC level assigned usually depends on the range and complexity of competencies mastered during the skills training program (see Glossary for NC I and NC II definitions).

ALS-EST Learners who did not complete the full range of competencies required for NC can instead be issued by DepEd a "Certificate of Competency Completion" for the actual competencies mastered, a subset of competencies of the NC standard.

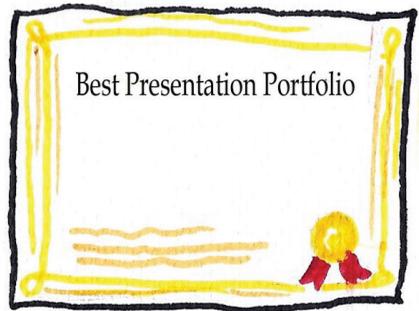
DepEd may issue micro-certifications for ALS K to 12 Basic Education and Skills Training competencies earned by ALS-EST Learners.

These micro-certifications list and are evidence of the competencies the Learner has demonstrated mastery in which Learners can also use when seeking employment.

Recognition

For ALS-EST Learners and completers who have shown exemplary performance in the Program, the schools may give a "Certificate of Recognition." The ALS-EST schools can also give out awards that may include, among others:

- Best Presentation Portfolio
- Most Community-Responsive Project
- Best in Mathematics
- Most Promising ALS-EST Learner/Completer
- Recognition for Loyalty or Complete Attendance



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