

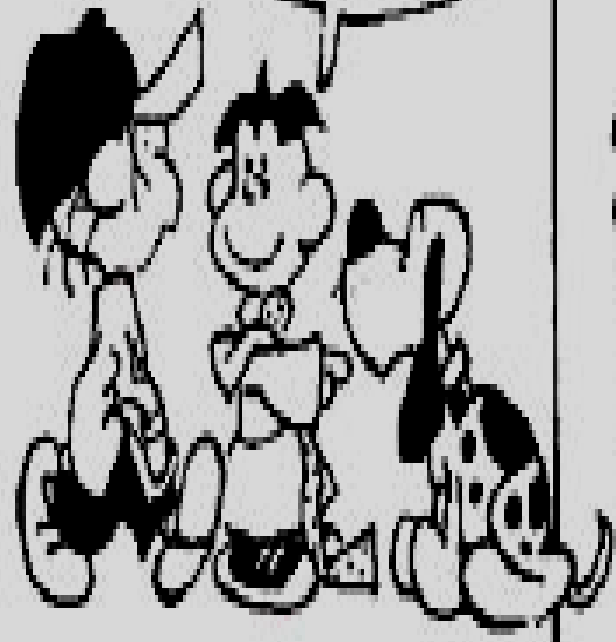
Standards-Based Assessment and Rating System

Secondary Level

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the page towards the center.

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I TAUGHT
STRIPE HOW
TO WHISTLE



I DONT HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDNT SAY
HE LEARNED IT



BUD
BLAKE
5/6

What is assessment?

We use the general term *assessment* to refer to all those activities undertaken by teachers -- and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities.

Why do we assess?

- Assessment shall be used primarily as a quality assurance tool to track student's progress in the attainment of standards, promote self-reflection and personal accountability for one's learning, and provide a basis for the profiling of student performance.

Assessment and feedback are crucial for helping people learn.

Assessment should mirror good instruction; happen continuously as part of instruction; and provide information about the levels of understanding that students are reaching.

In order for learners to gain insight into their learning and their understanding, frequent **feedback** is critical: *students need to monitor their learning and actively evaluate their strategies and their current levels of understanding.*

(How People Learn by Bransford, Brown, and Cocking 1999)

Features

- **Holistic**

- **Diagnostic (assessment for learning)**
- **Formative/Developmental (assessment for and assessment as learning)**
- **Summative/Evaluative (assessment of learning)**

- **Standards-based**

- **Content- what the student knows, can do, and understands**
- **Performance- how the student transfers his/her understanding to life situations**

Diagnostic Assessment

- Provide information that assist teacher planning and guide differentiated instruction

Examples

- Pre test
- Survey
- Skills check
- K-W-L
- Film/video analysis
- Misconception check

K	W	H	L
What do we know?	What do we want to find out?	How can we find out what we want to learn?	What did we learn?

Attributes or Characteristics we expect to use:

Song

After listening to the song “Kapaligiran”, ask the students.....

What are the Environmental Laws and Policies that have been violated in the song?

Analogies and Metaphors

Topic: Community

Directions:

- **Show a drawing of a saltwater fish tank.**
- **Ask learners how a community is like if they are in a fish tank.**

Graphic Organizers

Ask each student to work with a partner to construct graphic organizer that shows the sources of toxins in the environment.

Formative Assessment

- Provide information to guide teaching and learning for improving learning performance

Examples:

- Quiz
- Questioning
- Observation
- Portfolio

3-2-1 Chart

3	THINGS YOU FOUND OUT
2	INTERESTING THINGS
1	QUESTION YOU STILL HAVE

FOCUSED LISTING

List 5-7 words or short phrases which describes or explain the major concepts of today's class:

1	
2	
3	
4	
5	
6	
7	

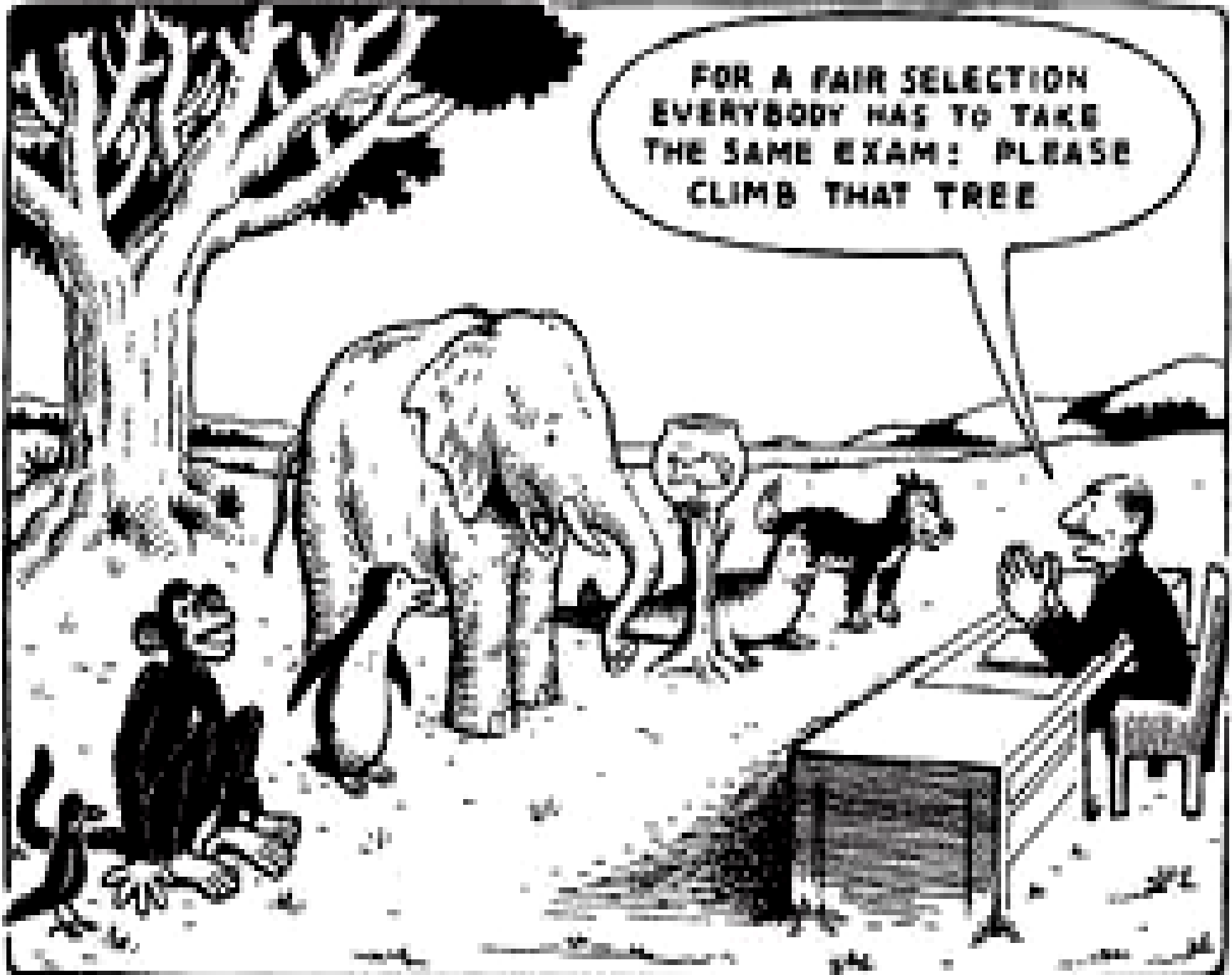
Summative Assessment

- Determine the degree of mastery or proficiency according to identified achievement targets

Examples:

- Test
- Performance task
- Culminating project or performance
- Work portfolio

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



What do best teachers do?

The best teachers constantly monitor what is happening to students as they set about learning and investigate when things do not proceed as planned or expected. They also enquire their own practice so they might get better at ensuring that their students learn successfully.

Nature of Assessment

**Assessment
of Learning**

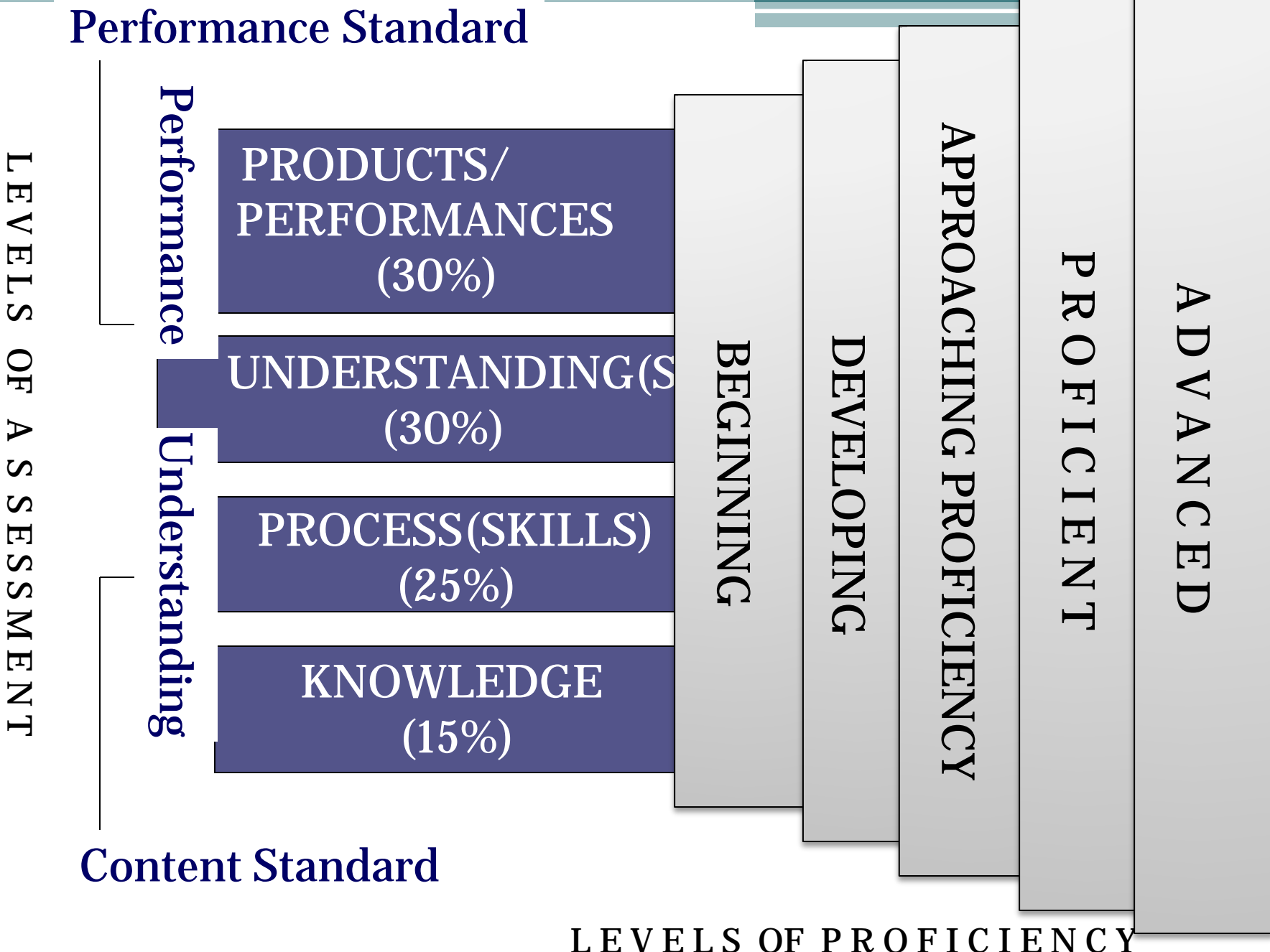
Being summative, it measures student's attainment of standards.

**Assessment
as Learning**

The student reflects on results of assessment, charts his/her own progress, and plans next steps to improve performance; builds metacognition as it involves the student in setting and monitoring own learning goals.

**Assessment
for Learning**

Determines student's background knowledge and skills; tracks student's progress in understanding



ADVANCED

PROFICIENT

APPROACHING PROFICIENCY

DEVELOPING

BEGINNING

PRODUCTS/
PERFORMANCES
(30%)

UNDERSTANDING(S)
(30%)

PROCESS(SKILLS)
(25%)

KNOWLEDGE
(15%)

Performance

Understanding

Performance Standard

Content Standard

LEVELS OF ASSESSMENT

LEVELS OF PROFICIENCY

Learning Gaps?

GUIDING PRINCIPLES IN ADDRESSING LEARNING GAPS

- **Every student should have a learning profile**
 - maintained and updated at least on a quarterly basis by the class adviser in collaboration with other subject area teachers
 - The profile should be passed on to the next class adviser as the student moves up the grade level.

- **subject area teacher should require individual students to maintain a portfolio**
- **the teacher should continuously assess for learning in order to ensure that students are making progress in relation to the standards**
- **interventions that may have to be provided should be tailored to individual learning needs**

guide to a tiered model of bridging

Advanced (90% and above)

Proficient (85-89%)

Approaching Proficiency
(80-84%)

- 20-30 mins of in-school remediation every other day

Developing
(75-79%)

- 30-45 mins of in-school remediation daily

Beginning
(74% and below)

- 1 hr of in-school remediation daily + extra time for off-school practice

Tiered Response to Learning Gaps by Level of Performance

The interventions may come in various forms, such as the following:

- **Cross-age tutorials (i.e., students in the higher grades coaching those in the lower grades)**
- **Teacher modeling followed by guided practice and independent practice**
- **Summer class/summer camp**
- **Use of Strategic Intervention Materials (SIMs), which are worksheets prepared by teachers targeting the least mastered competencies**

- A one-time remediation is often not enough to bridge gaps in learning.
- Trained professionals may have to be engaged to provide a scientific and systematic approach to intervention.
- For students with huge learning gaps, the school head should adopt a more directive approach by mandating the placement of such students in appropriate intervention programs.

Levels of Proficiency

Levels of Proficiency

The student at this level possesses the minimum knowledge and skills and core understandings, but needs help throughout the performance of authentic tasks.

(75-79%)

Developing

The student at this level struggles with his/her understanding; prerequisite and fundamental knowledge and/or skills have not been acquired or developed adequately to aid understanding (74% & below)

Beginning

(90% & above)

Advanced

The student at this level exceeds the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks.

(85-89%)

Proficient

The student at this level has developed the fundamental knowledge and skills and core understandings, and can transfer them independently through authentic performance tasks.

Approaching Proficiency

(80-84%)

The student at this level has developed the fundamental knowledge and skills and core understandings and, with little guidance from the teacher and/or with some assistance from peers, can transfer these understandings through authentic performance tasks.

Factors for Rating

The assessment shall be done at four levels and shall be weighted as follows:

Level of Assessment	Percentage Weight
Knowledge	15%
Process or skills	25%
Understanding(s)	30%
Products/Performances	30%
	100%

The levels are defined as follows:

- “Knowledge” refers to the substantive content of the curriculum, the facts and information that the student acquires.
- “Process” refers to cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understandings.
- “Understandings” refers to enduring big ideas, principles and generalizations inherent to the discipline, which may be assessed using the facets of understanding.
- “Products/Performances” refers to real-life application of understanding as evidenced by the student’s performance of authentic tasks.

**Knowledge
(15%) -
acquisition
of
information
as
evidenced
by the
following:**

- **(8%) Relevance of data/information to the development of understanding**
- **(7%) Adequacy of data/information to firm up and deepen understanding**

TESTING FOR KNOWLEDGE

A tour company plans to rent five buses for a group of 137 tourists. If the company plans to do an equal distribution of tourists in five buses, about how many tourists will be there per bus?

According to the problem, what will you have to do ?

- a. Add the number of buses to the number of tourists
- b. Subtract the number of buses from the number of tourists
- c. Multiply the number of buses times the number of tourists
- d. Divide the number of tourists by the number of buses

Skills (25%) -
meaning
making as
evidenced by
the student's
ability to
process and
make sense of
information,
and is assessed
based on the
following
criteria:

- **(10%)
Understanding
of Content**
- **(15%) Critical
Thinking**

TESTING FOR SKILLS

Based on your answer from the previous question,
which is the correct answer?

- a. 142
- b. 132
- c. 685
- d. 27.4
- e. 27

Understanding(s)
(30%)- as
expressed using
the six facets of
understanding:
Explanation,
Interpretation,
Application,
Empathy,
Perspective, and
Self-knowledge,
and are assessed
based on the
following criteria:

- **Breadth of understanding (connection to a wide range of contexts)**
- **Depth of understanding (use of insights, reflection)**

Six Facets of Understanding

- Can explain
- Can interpret
- Can apply
- Has perspective
- Can empathize
- Has self-knowledge



Performance Verbs Based on the Six Facets of Understanding

1. EXPLAIN

Demonstrate

Derive

Describe

Design

Exhibit

Express

Induce

Instruct

Justify

Model

Predict

Prove

Show

Synthesize

teach

Link everyday actions and facts to the laws of Physics, concentrating on easily misunderstood aspects (e.g. mass compared to weight)

2. INTERPRET

Analogies

Critique

Document

Evaluate

Illustrate

Judge

Make meaning of

Make sense of

Metaphors

Read between the lines

Represent

Tell a story

translate

Take readings of pond water to determine whether the algae problem is serious.

3. APPLY

Adapt

Build

Create

De-bug

Decide

Design

Exhibit

Invent

Perform

Produce

Propose

Solve

Test use

Perform a chemical analysis of local stream water to monitor Water Quality compliance, and present findings.

4. PERSPECTIVE

Analyze

Argue

Compare

Contrast

Criticize

Infer

5. EMPHATY

Assume role of

Believe

Be like

Be open to

Consider

Imagine

Relate

Role-play

6. SELF-KNOWLEDGE

Be aware of

Realize

Recognize

Reflect

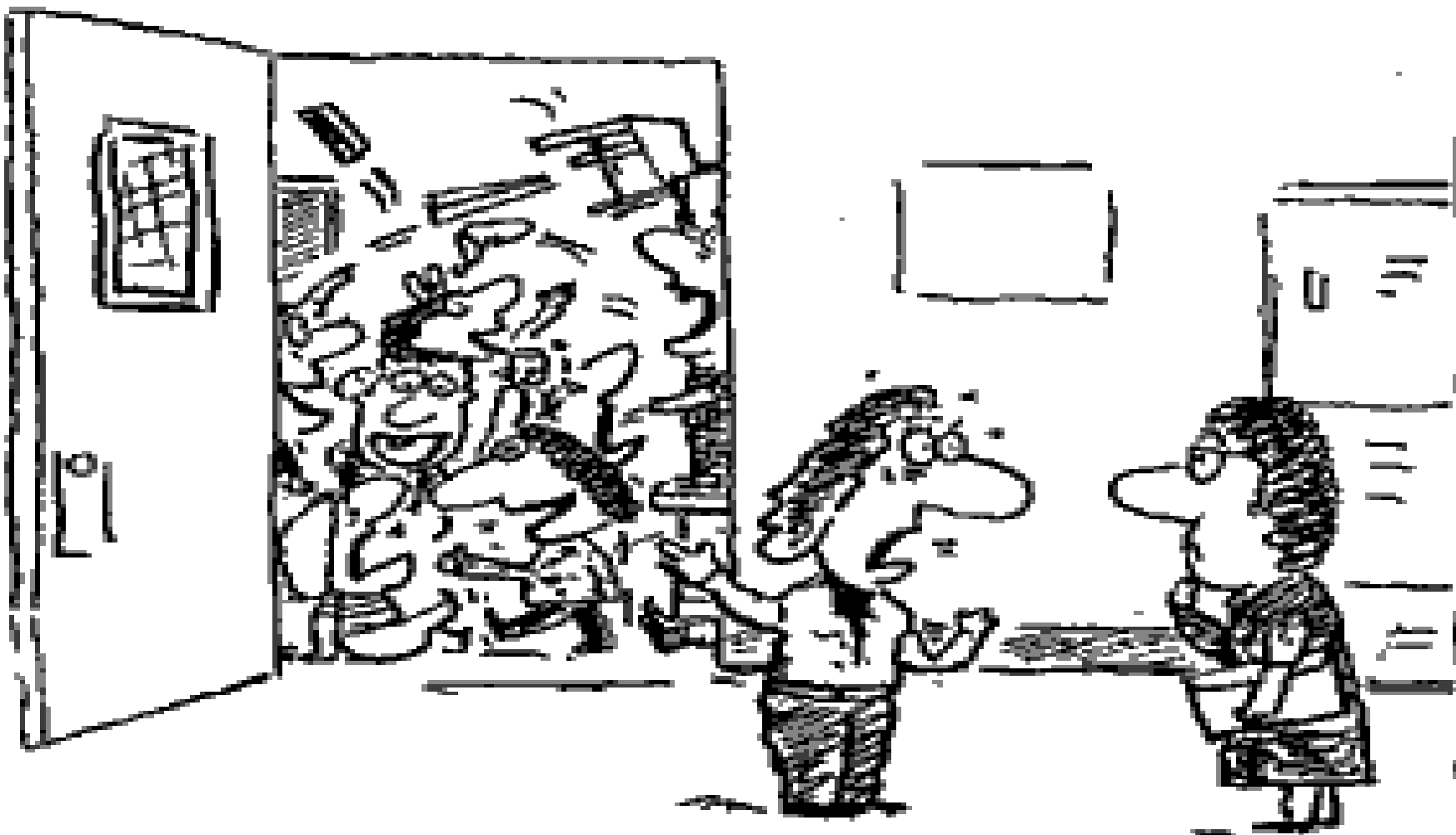
Self-assess

TESTING FOR UNDERSTANDING

(using 3 of 6 facets)

Roy was given the following set of materials:

baking soda, a thermometer, a bottle of vinegar, and a cup of water. What experiment can Roy design with these materials? What kind of investigations can he undertake? How can he check his experiment?



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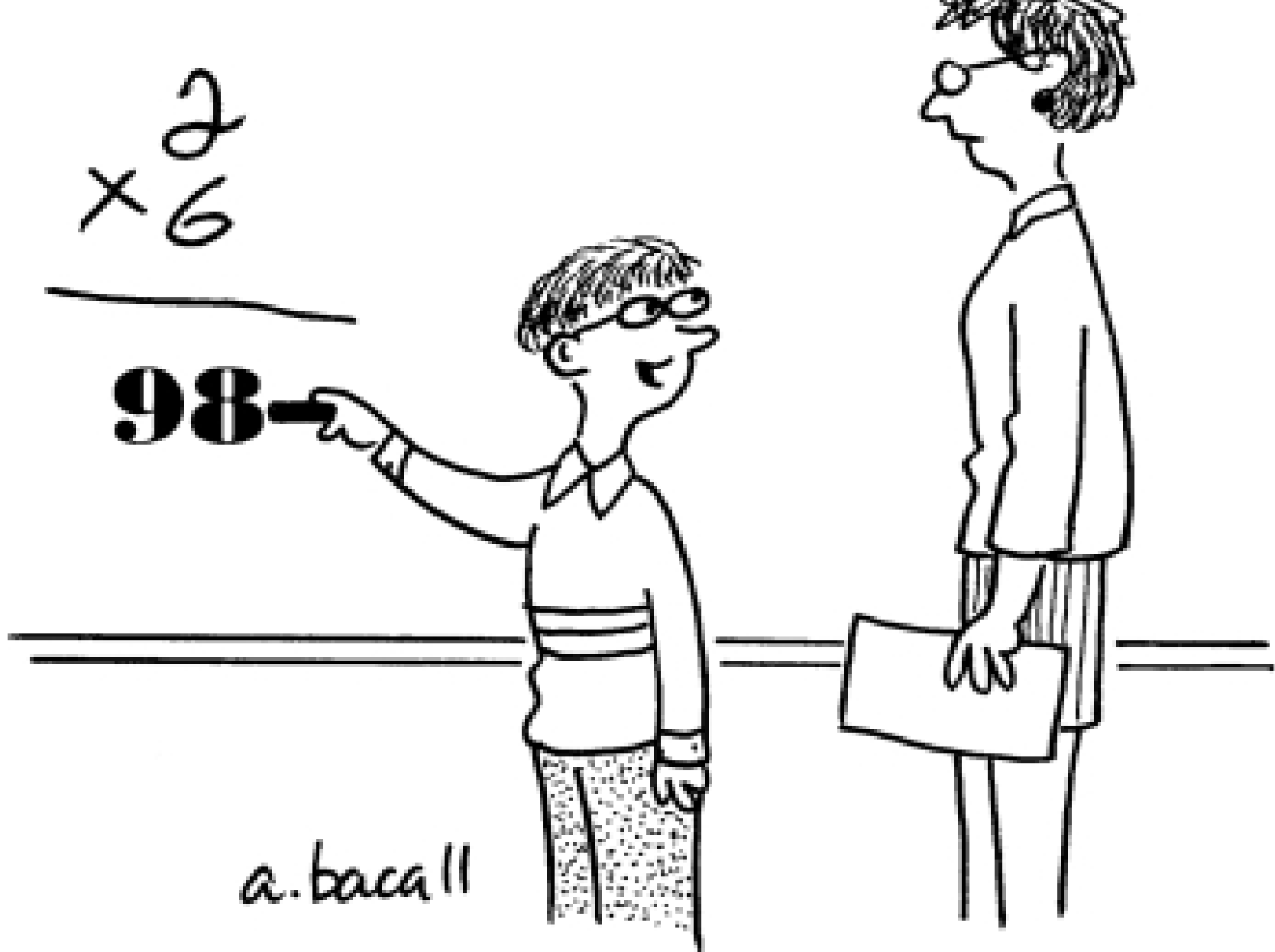
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

Transfer of
understanding
to life
situations(30%)
as
demonstrated
through

- **Products-** outputs which are reflective of learner's creative application of understanding; and
- **Performances-** skilful exhibition or creative execution of a process, reflective of masterful application of learning or understanding

Group Task Rubric

	4	3	2	1
Understanding of Task	I/we demonstrated an in-depth understanding of the content, processes, and demands of the task.	I/we demonstrated substantial understanding of the content and task, even though some supporting ideas or details may be overlooked or misunderstood.	I/we demonstrated gaps in our understanding of the content and task.	I/we demonstrated minimal understanding of the content.
Completion of Task	I/we fully achieved the purpose of the task, including thoughtful, insightful interpretations and conjectures.	I/we accomplished the task.	I/we completed most of the assignment.	I/we attempted to accomplish the task, but with little or no success.
Communication of Findings	I/we communicated our ideas and findings effectively, raised interesting and provocative questions, and went beyond what was expected.	I/we communicated our findings effectively.	I/we communicated our ideas and findings.	I/we did not finish the investigation and/or were not able to communicate our ideas very well.
Group Process	We used all of our time productively. Everyone was involved and contributed to the group process and product.	We worked well together most of the time. We usually listened to each other and used each other's ideas.	We worked together some of the time. Not everyone contributed equal efforts to the task.	We really did not pull together or work very productively as a group. Not everyone contributed to the group effort.



"Do I get extra credit for neatness?"

How often do we assess?

- **Knowledge, skills, understanding and transfer shall be assessed formatively (daily; weekly; scored and recorded, but not graded) and summatively (scored, recorded and graded) at the end of the unit, quarter, or school year.**

WORKSHOP

ACTIVITY 1 (15 Minutes)

Directions: Identify what is being assessed by the given questions as :

K - knowledge

PS -process/skill

U -understanding

PP -product / performance

ACTIVITY 2 (15 Minutes)

Directions

1. Choose a topic in your assigned quarter.
2. Read your handout on Six Facets of Understanding .
3. Try to complete the questions from at least three Facets of Understanding focusing on your selected topic.
4. Get a partner and ask these questions.
5. Exchange roles.
6. Fill in the Synthesis Journal.

Explanation

Who _____? What _____? When _____? How _____? Why _____?

What is the key concept/idea in _____?

What are examples of _____?

What are the characteristics/parts of _____?

Why is this so?

How might we prove/confirm/justify _____?

How is _____ connected to _____?

What might happen if _____?

What are common misconceptions about _____?

Interpretation

What is the meaning of _____?

What does _____ reveal about _____?

How is _____ like _____ (analogy/metaphor)?

How does _____ relate to me/us?

So what? Why does it matter?

Application

How and when can we use this (knowledge/process) _____?

How is _____ applied in the larger world?

How could we use _____ to overcome _____

(obstacle, constraint, challenge)?

Perspective

What are different points of view about _____?

How might this look from _____'s perspective?

How is _____ similar to/different from _____?

What are other possible reactions to _____?

What are the strengths and weaknesses of _____?

What are the limits of _____?

What is the evidence for _____?

Is the evidence reliable? Sufficient?

Empathy

What would it be like to walk in _____'s shoes?

How might _____ feel about _____?

How might we reach an understanding about _____?

What was _____ trying to make us feel/see?

Self-Knowledge

How do I know _____?

What are the limits of my knowledge about _____?

What are my "blind spots" about _____?

How can I best show _____?

How are my views about _____ shaped by _____

(experiences, assumptions, habits, prejudices, style)?

Synthesis Journal (5 minutes)

Synthesis Journal

What I did.	What I learned	How I can use it.
;		

Activity 3 (15 minutes)

Product / Performance Assessment

Activity 4 (40 minutes)

Assessment Matrix

<i>Levels of Assessment</i>	<i>What will I assess?</i>	<i>How will I assess?</i>	<i>How will I score?</i>
Knowledge (15%)			
Process/ Skills (25%)			
Understanding (30%)			
Product/Performance (30%)			



Thank You