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Session 4

C-EDUC5 (3 units) ASSESSMENT in Learning 1

Fall Semester 2023



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Assessment in the Context of the Philippine Professional Standards for Teachers (PPST)

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P H I L I P P I N E S



**Let's begin
with this
goal in
mind.**



DepED
DEPARTMENT OF EDUCATION

MATATAG

Bansang Makabata  Batang Makabansa

STABLE

Pro-child Country – Patriotic Child

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Looking back...

The Importance
of Assessment in
the Teaching-
Learning Process

Importance of Assessment in Diverse Fields

- 1. Diagnostic tests**
- 2. Informal evaluation**
- 3. Formative assessment**
- 4. Summative assessment**



Looking back...

Assessment
and Quality
Assurance of
Teaching and
Learning

Essentials of Educational Quality Assurance

1. Assessing **ACCURACY**
2. Assessing **APPROPRIATENESS**
3. Assessing **ADEQUACY**

3 Main Purposes of Assessment

Assessment **for** Learning

To gauge prior knowledge for planning instruction

Assessment **as** Learning

To involve students in assessing their own progress

Assessment **of** Learning

To evaluate the extent and degree of learning



**Looking
back...**

Purposes of
Assessment in
Education



**Looking
back...**

**SESSION 3
CONCLUSION**

Assessment in learning is figuring out how students learn and what they have learned and evaluating how relevant and effective teaching is. The teaching and learning process is assessed for three main reasons: **planning to teach, monitoring learning progress with students' participation, and measuring the extent and degree of student learning.**



Session 4

Assessment in the Context of the Philippine Professional Standards for Teachers (PPST)

OBJECTIVES

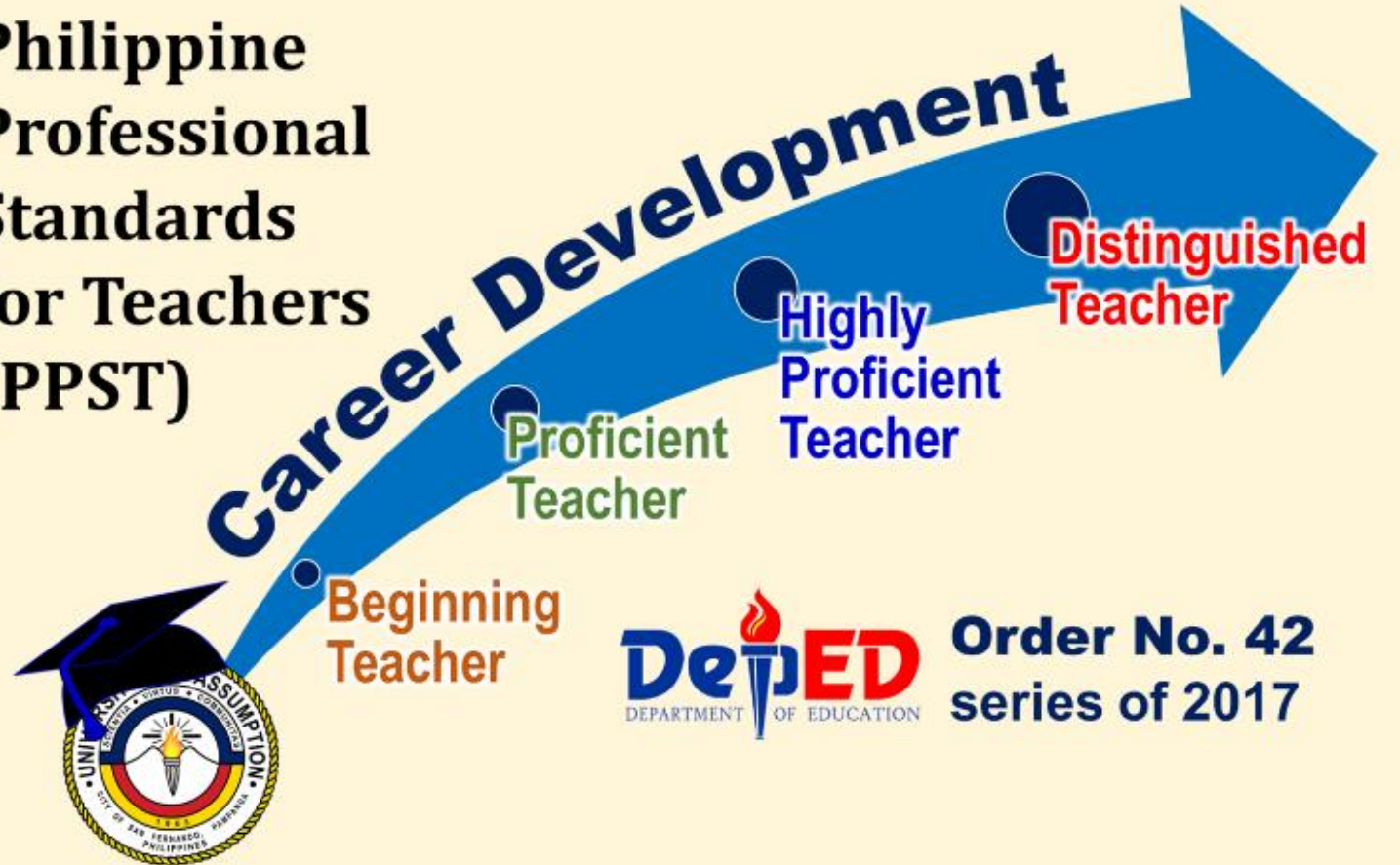
1. Describe the career development path of teachers;
2. Explore the domains and strands of the PPST; and,
3. Discuss the educational standards and performance goals in assessing the teaching and learning process.



Topic 1

The Career Development Path of Teachers in the Philippines

Philippine Professional Standards for Teachers (PPST)



Order No. 42
series of 2017



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 1: **Beginning Teachers**

- Gained the qualifications recognized for entry
- Have a strong understanding of the subject content and pedagogy
- Possess the requisite knowledge, skills and values that support the teaching and learning process



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 1: **Beginning Teachers**

- Able to manage learning programs
- Have strategies that promote learning based on the needs
- They seek advice from experienced colleagues



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 2: **Proficient Teachers**

- Professionally independent in the application of skills
- Provide focused teaching programs that meet curriculum and assessment requirements
- Display skills in planning, implementing and managing learning programs



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 2: **Proficient Teachers**

- Actively engage in collaborative learning with the professional community and other stakeholders
- Reflective practitioners who continually consolidate the knowledge, skills and practices of Career Stage 1 teachers



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 3: **Highly Proficient Teachers**

- Consistently display a high level of performance in their teaching practice
- Manifest an in-depth and sophisticated understanding of the teaching and learning process
- High-education-focused situation cognition



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 3: **Highly Proficient Teachers**

- Provide support and mentoring to colleagues in their professional development
- Work collaboratively with them to enhance the learning and practice potential of their colleagues
- Continually seek to develop their professional knowledge and practice



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 4: **Distinguished Teachers**

- Embody the highest standard for teaching grounded in global best practices
- Exhibit exceptional capacity to improve their own teaching practice and that of others
- Recognized as leaders in education and collaborative work



Topic 1

The Career Development Path of Teachers in the Philippines

Career Stage 4: **Distinguished Teachers**

- Create lifelong impact in the lives of colleagues, students and others
- Consistently seek professional advancement and relevance in pursuit of teaching quality and excellence
- Committed to inspire stakeholders for the improvement of education provision in the Philippines



Topic 2

The Philippine Professional Standard for Teachers (PPST)

Philippine Professional Standards for Teachers (PPST)

- DOMAIN 1** Content Knowledge and Pedagogy
- DOMAIN 2** Learning Environment
- DOMAIN 3** Diversity of Learners
- DOMAIN 4** Curriculum and Planning
- DOMAIN 5** Assessment and Reporting
- DOMAIN 6** Community Linkages and Professional Engagement
- DOMAIN 7** Personal Growth and Professional Development



PPST

Domain 1

Content Knowledge and Pedagogy

Strand 1.1 Content knowledge and its application within and across curriculum areas

Strand 1.2 Research-based knowledge and principles of teaching and learning

Strand 1.3 Positive use of ICT

Strand 1.4 Strategies for promoting literacy and numeracy

Strand 1.5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills

Strand 1.6 Mother Tongue, Filipino and English in teaching and learning

Strand 1.7 Classroom communication strategies



PPST
Domain 2
Learning
Environment

Strand
2.1

Learner safety and security

Strand
2.2

Fair learning environment

Strand
2.3

Management of classroom structure and activities

Strand
2.4

Support for learner participation

Strand
2.5

Promotion of purposive learning

Strand
2.6

Management of learner behavior



PPST
Domain 3
Diversity of
Learners

Strand
3.1 Learners' gender, needs, strengths, interests and experiences

Strand
3.2 Learners' linguistic, cultural, socio-economic and religious backgrounds

Strand
3.3 Learners with disabilities, giftedness and talents

Strand
3.4 Learners in difficult circumstances

Strand
3.5 Learners from indigenous groups



PPST
Domain 4
Curriculum and
Planning

Strand
4.1 Planning and management of teaching and learning process

Strand
4.2 Learning outcomes aligned with learning competencies

Strand
4.3 Relevance and responsiveness of learning programs

Strand
4.4 Professional collaboration to enrich teaching practice

Strand
4.5 Teaching and learning resources including ICT



PPST

Domain 5

Assessment and Reporting

Strand 5.1

Design, selection, organization and utilization of assessment strategies

Strand 5.2

Monitoring and evaluation of learner progress and achievement

Strand 5.3

Feedback to improve learning

Strand 5.4

Communication of learner needs, progress and achievement to key stakeholders

Strand 5.5

Use of assessment data to enhance teaching and learning practices and programs



PPST
Domain 6
**Community
Linkage and
Professional
Engagement**

**Strand
6.1**

Establishment of learning environments that are responsive to community context

**Strand
6.2**

Engagement of parents and the wider school community in the educative process

**Strand
6.3**

Professional ethics

**Strand
6.4**

School policies and procedures



PPST **Domain 7**

Personal Growth and Professional Development

**Strand
7.1**

Philosophy of teaching

**Strand
7.2**

Dignity of teaching as a profession

**Strand
7.3**

Professional links with colleagues

**Strand
7.4**

Professional reflection and learning
to improve practice

**Strand
7.5**

Professional development goals



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

Strand 5.1

Design, selection, organization and utilization of assessment strategies

Strand 5.2

Monitoring and evaluation of learner progress and achievement

Strand 5.3

Feedback to improve learning

Strand 5.4

Communication of learner needs, progress and achievement to key stakeholders

Strand 5.5

Use of assessment data to enhance teaching and learning practices and programs



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

Strand 5.1 Design, selection, organization and utilization of assessment strategies

- ▶ **Designing learner-centered assessment tools**
- ▶ **Using valid and reliable assessment**
- ▶ **Ensuring accurate, appropriate, and adequate assessment**
- ▶ **Making assessment an essential part of the teaching-learning process**



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

Strand 5.2 Monitoring and evaluation of learner progress and achievement

- ▶ Using diagnostics, formative, and summative assessment
- ▶ Involving students in assessing their own learning progress
- ▶ Keeping an updated record and journal of students' learning progress



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

Strand 5.3

Feedback to improve learning

- ▶ Regularly returning test results to students with feedback
- ▶ Involving students in evaluating test results and grade computation
- ▶ Conducting teacher-student consultation regarding performance
- ▶ Providing interpretations to students regarding their assessment results



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

**Strand
5.4** Communication of learner needs,
progress and achievement to key
stakeholders

- ▶ Coordinating learning issues and milestones to other teachers
- ▶ Consulting school administration regarding remarkable test results
- ▶ Sharing with parents and guardians the learning status, progress, and achievement of their children



Topic 3

Focusing on PPST Domain 5: ASSESSMENT & REPORTING

Strand 5.5 Use of assessment data to enhance teaching and learning practices and programs

- ▶ Using test results as significant references in planning succeeding teaching-learning activities
- ▶ Designing reinforcement, enhancement, and enrichment interventions derived from test results
- ▶ Providing guidance to students corresponding to their individual needs and abilities based on assessment



Session 4

**Assessment in the
Context of the
Philippine
Professional
Standards for
Teachers (PPST)**

CONCLUSION

Domain 5 of the Philippine Professional Standards for Teachers (2017), Assessment and Reporting, along with its five strands, determines the ideals teachers consider in designing, using, and evaluating assessment strategies. Among the standards are the congruence to the curriculum guides and learning essentials to the assessment instrument being designed.



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Assessment in the Context of the Philippine Professional Standards for Teachers (PPST)

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