

**PROJECT HASA : HONING ASSESSMENT STRATEGIES in the
modular mode ASSIMILATION OF THE PRIMARY LEVEL OF
PLATERO ELEMENTARY SCHOOL**



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ABSTRACT

The choice of teaching method which is the general principles, and pedagogy management strategies used for classroom instruction is the primordial degree of assimilation by the learners of teaching.

Teaching theories primarily fall into 2 categories or “approaches” teacher-centered and learner-centered. Teachers are the main authority figure in this model. Learners are viewed as an empty vessels whose primary role is to passively receive information (via lectures and direct instruction) with an end of testing and assessment.

However, in a learner-centered approach, teachers and pupils play an equally active role in the learning processes. The teacher’s primary role is to coach and facilitate learner learning and overall comprehension of the material. Learner learning is measured through

both formal and informal forms of assessment, including group projects, learner portfolios, and class participation.

The main aim of this study is to examine the relationship between the teaching method and assimilation of primary learners and the impact on the assessment performance and even the attitude of the learners of the assessment.

KEYWORDS: *assessment, method, technique, teaching and teaching process, improvement, knowledge, and assimilation*

INTRODUCTION

The continuing threat of the COVID-19 pandemic in the country brings unprecedented challenges to basic education. As Platero Elementary School prepares for the School Year 2021-2022, the teachers and parents are constrained to embrace and adapt again the alternative learning modalities to ensure the learners achieve the essential curricula goals.

Teachers are deemed required to apply effective assessment, innovative strategies for designing optimal learning experiences, and assessing learning progress under adverse circumstances.

DepEd Order (DO) No.8. s.2015, the Policy Guidelines in Classroom Assessment for the K to 12 Basic Education Program, assessment should be used to inform and improve classroom practices and promote

learning outcomes. However, in distance or blended learning environments, it is required to utilize alternative tools and strategies for assessing and supporting learning while avoiding to create undue pressure on the teachers, learners, and parents.

The assessment strategies and assimilation influence the curriculum, pedagogies, learners' performance, and ultimately to the educational system. Assessment has a backwash effect on teaching and learning. It dictates when learners should know and be able to do it at the end of the lessons. It allows monitoring and subsequently improving the quality of both teaching and learning.

Nevertheless, assessment should not be narrowed on how well a system or a learner performs but based upon the pedagogy, to decide where to go next and prove the path

towards that direction (Hattie, 2012); Thummaphan, 2017).

Furthermore, it supports his/her personal development as: "recognition of one's accomplishments is key to developing the identity of the individual" (Jones Hope & Adams, 2018:40). Reason for conducting the study.

The school management strongly recommends to the researchers coordinate with the subject coordinators to monitor and assess the strategies and practices of capturing the complete learning process and results, and provide "new and better" solutions and approaches under Modular Distance Learning (MDL). Despite a specific interest in identifying how digital technologies can foster innovative practices in the school, the study considers all forms, and

modes of monitoring the assessment and assimilation of

teaching and learning at the primary level of Platero Elementary School.

The school thoroughly implemented and enjoined the distance learning contingency plans and connected learners and teachers through online platforms and tools. The National and local governments of Binan City are partnering with broadcasting service providers to deliver educational content via radio and television during dedicated hours. Under these unexpected circumstances, teachers and parents have had to quickly adapt to teaching in this new reality to ensure that learners engage in learning.

METHODOLOGY

The descriptive research method is used for the study, which sought to monitor and assess the perceptions held by the primary learners and teachers of Platero Elementary School concerning the different platforms and tools of

assessment strategies. Data shall be collected from individuals using a questionnaire survey instrument (Gay, Mills, and Airasian 2006). Online surveys, administer through the Blackboard and Website course management systems, consider to gather data.

RESULTS (Analysis and Interpretation)

Assessment of a pupil's learning is "the process of gathering and evaluating the information on what the pupils know, understand, and can do to make an informed decision about the next steps in the educational process.' "A Framework of Assessment Systems".

Learning assessment is a fundamental feedback mechanism in education, allowing all the stakeholders of the learning process to understand what is being learned and where learning resources need to be focused. Assessment may take different modalities depending on its purpose. Along with high-stakes examination and large-scale assessment,

formative assessment is, under normal circumstances, carried out by classroom teachers as a part of the teaching process and encompasses everything from teacher observation to continuous feedback to homework.

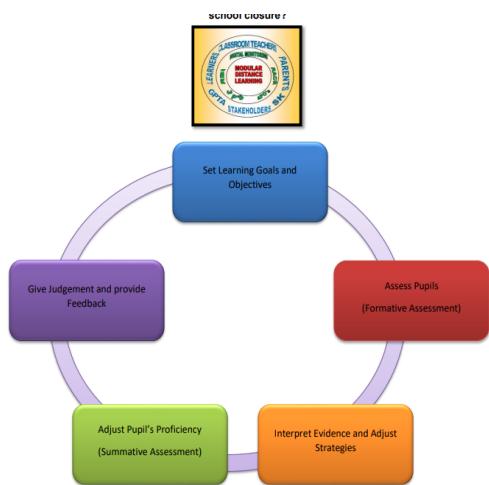
The formative test is particularly relevant to understand the learning needs of every learner and adjusting instruction accordingly. In addition, teachers usually implement summative assessments whereby specific educational content is reviewed to determine the extent to which learners reached the expected learning goals and acquired critical knowledge and skills.

Before the COVID-19 pandemic crisis, all modalities of learning assessment had been strongly dependent on learners' physical presence-either for administration or for observing the learners' daily progress.

The educational crisis of the country necessitates the development of alternative approaches to delivering the critical feedback function of learning assessment. While all types of assessment of pupil learning are important, the need for

a formative assessment right now is particularly critical because learning needs to take place outside of the physical classroom, and teachers and parents-turned-teachers need to understand whether learners are absorbing the content that is delivered to them in formats that differ from business-as-usual.

CONCEPTUAL FRAME: Does formative assessment support learning in the context of a school closure?



Formative Assessment can be administered in synchronous and asynchronous forms. The primary teachers applied the synchronous platform or Digital Monitoring (DIGIMON) to the pupils from the Primary to Intermediate Levels of Platero Elementary School where pupils and teachers are working together at the same time, as well as directly by

messaging platform or phone. Teachers can provide feedback to the pupils and parents in real-time. During this time, teachers can help to provide the pupil feedback through questions, tasks, activities, and quizzes. This would be the right avenue that teachers can record the performance tasks of the pupils. But, pupils also need specific guidance on how to communicate the results of the formative assessment to the teachers. These instructions should be made available in electronic and/or printed form and emailed or mailed to homes or made available for pickup from the school premise. Formative Assessment communicated the Learning needs of the children during the education health crisis. The teachers expanded in some locations during the health crisis to support the learning of the learners. Teachers even personally bring the learning support resources to the respective homes of the Formative Assessment communicated to the Learning needs of the children during the education health crisis. Formative Assessment communicated the Learning needs of the children during the educational crisis in the

country. It needs to be valid, timely, constructive, and specific to the learning needs of the child. The validity element is linked to the alignment of assessment content with the knowledge content. The pupil should have acquired as part of the learning process. The timeliness aspect refers to the opportune use of the assessment to take quick action and provide remedial support if needed. The constructiveness element refers to the assessment's capacity to deliver feedback to the pupil and for the pupil to gain information that helps him or her identify misunderstandings, get guidance on how to improve, and understand the goals of the assessment.

Platero Elementary School primary education agrees with their online course quality practices. Table I- Research Question and Represented Survey Statements

Research Question:	
To what extent do primary teachers of Platero Elementary School agree their online courses reflect the quality practices?	
Domain Practices	Statements (Numbered Order)
Support:	
School Support	Statements 1,2,3
Teacher's Support	Statements 4,5,6
Technology Support	Statements 7,8,9
Collaboration and Teamwork	Statements 10,11,12
Flexibility	Statement 13
Feedback	Statement 14
Assessment	Statement 15

The Survey of the Teacher's Educational Online Practices asked the

respondents to describe their perceptions on a 5-point Likert scale ranging from 1= strongly disagree, 2= agree, 3= neither agree nor agree, 4= disagree, 5= strongly disagree, as well as open-ended questions. Descriptive frequencies (mode) and mean scores were calculated on each statement for ease of interpretation on the survey of Educational Online Practices and were then collapsed rankings of disagree and agree. After the initial analysis of each statement, the statements were collapsed into composite group categories and analyzed within each targeted domain.

Table 2 Summary of Learner Perceived Level of Difficulty of Quiz Types

Quiz Type	Descriptive	Difficult	Somewhat Difficult	Easy	Very Easy
Multiple Choice	Frequency Percentage(%)	8	9	3	5
True/False	Frequency Percentage(%)	4	5	11	6
Matching	Frequency Percentage(%)	5	5	3	12
Draw and Tell	Frequency Percentage(%)	6	12	3	4

Finally, the researchers sought to establish learner summary of perception and responses in types of formative assessment as easy and also very easy to attempt. More particularly learners perceived multiple-choice assessments and true/false assignments as easy to

attempt. This can be explained by the fact that these two types of assessment offer them the opportunity to make a reasonable choice of the option that best answers the questions items provided. Instructions can take advantage of learners' positive attitude towards multiple-choice and true and false formative assessment types to repeatedly engage learners and have been reflecting on their learning and align perspectives with facts covered in a course and assessed through a well-thought-out comprehensive assessment that tests all the key areas covered in a course (Wang, 2010).

Discussion

The study has yielded significant findings for instructions in primary Education would like to vary the type and importance of different assessments and assimilations used while leveraging on positive learner perceptions of the effectiveness of the assessment tools used. The findings suggest that learners perceive the use of multiple-choice assessment and true/false as effective tools of formative assessment in online

and traditional settings. Instructions should therefore take advantage of the affordances associated with earning management systems to enhance their teaching as well as a pupil learning experience. The findings indicate, is achievable by providing prompt and meaningful feedback to pupils on completed tasks, and encouraging pupils to engage with their peers in peer-assessed activities.

The researchers formed four (4) recommendations based on the results of the study.

1. Instructions can be accessed both online and face-to-face formative assessment types, especially practice tests to ease pupils' anxiety towards assessment while preparing them for summative course tests.

2. Formative assessment can help different learning platforms in ways that boost the confidence of the learners. Likewise, teachers need to explain to the learners the importance of assessment of their learning.

3. Teachers shall exert effort and time to discuss feedback with learners on

an individual or small group basis thus, enjoining the learner to ask questions about their progress development.

4. Teacher/s is deemed imperative to explore a new methodology to pupils revise and challenge their misconceptions concerning the formative assessment.

Assessment is the process of identifying, gathering, and interpreting information about students learning. Planning for the assessment will allow teachers to incorporate the ability to plan for learning. This should occur as a regular part of teaching and learning. And this information should be gained from assessment activities to further develops learner's knowledge and ability to learn. This is also a collection of information from a variety of sources that will indicate good assessment. This will provide a broader perspective on the learner's performance which should give a clearer indication of difficulties that may occur. As classroom teachers, it is important to know our learner's interests and prior knowledge to engage the learners in different tasks. Therefore, this would be

an avenue to encourage learning to be significant so that they will understand the usefulness and effectiveness of every task.

Assessment Strategies are focused on the improvement of the learner's educational context, the terms testing and assessment are often used interchangeably to indicate the measurement of the learner. However, a test is just one type of assessment. It is a more comprehensive term that often indicates the collection of information about learner learning that might include not only tests and examinations but also a variety of other techniques such as portfolios, performance tasks, and observation. But there is an opportunity to showcase what the school or program is doing as well. It could be used to help improve the learning opportunities for the learners and promote the programs to the next preceding learners

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