Assessment Practices in the Philippines

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Philippine Normal University
Levels of Assessment

National Level

Institutional

Course and Classroom - Based Assessment
National Level

Licensure Examinations for professionals (e.g. teachers, physicians, engineers, etc) and Bar Examination

National Achievement Tests for Grade 3, Grade 6 and High School Students

Technical and Vocational-National Competency Test – Skills Test (e.g. NC 1,2 for baking, welding, etc.)
Institutional

- Leveling of State Universities and College-I, II, III, IV, and V
- Accreditation of Programs and Institutions-Level I, II, III, and V
- Designation of Universities as Centers of Excellence and Centers of Development
- Alignment of Programs with the Commission of Higher Education Program/Policy Standards
- Alignment of programs with Philippine Qualification Framework and Asian Quality Reference Framework
### 9 Dimensions of Internationalization

- 1. Curriculum and Instruction;
- 2. Facilities and Support System;
- 3. Cooperation and Development Assistance;
- 4. Diverse Income Generation; International Students Recruitment;
- 5. Mobility and Exchanges for Students and Teachers;
- 6. Academic Standards and Quality;
- 7. Research Collaboration;
- 8. International and Intercultural Understanding and Networking;
- 9. research (Padama, 2010 and Balagtas et al, 2012)

### Dimensions in Internationalization of Research

- Policies
- Projects with partner universities abroad
- Membership in a network of universities
- International exposition of university products
- Faculty and student mobility
- Foreign Aid/support
- International Publication/research
- leadership and management
- Faculty/student recipients of international award
## Assessing Outcomes-Based Education

### Using Heat Maps for the Graduate Programs

<table>
<thead>
<tr>
<th>Institutional Learning Outcomes</th>
<th>Program Outcomes</th>
<th>Course Learning Outcomes</th>
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<tbody>
<tr>
<td></td>
<td>Bases: Policy Standards Institutional Outcomes</td>
<td>Core/Foundation Courses</td>
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<td>Specialization</td>
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<td>Thesis/dissertation</td>
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</table>
## Assessing Outcomes-Based Education
Using Heat Maps for the Graduate Programs

<table>
<thead>
<tr>
<th>Institutional Outcomes</th>
<th>PNU Graduates in Advance Higher Education</th>
<th>Program Outcomes</th>
<th>Curricular Framework</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Core Courses</td>
<td>Pedagogy Courses</td>
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<td>Ed 70 1</td>
<td>Ped 70 1</td>
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<td>Ed 70 2</td>
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<td>Ed 70 4</td>
<td>SS 70 4</td>
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- Innovative Teachers who are excellent in their discipline and at par with the best graduates of Teacher Education in the world; responsive and rooted in one’s education in the expertise.

**Educational Leader**
- Exhibit leadership and competencies in generating, integrating and innovating knowledge of theory and practice in higher education.
- manage a department/unit/division
- lead a department/supervisory/pool of specialist
- collaborate with other GOs, NGOs to develop educational projects
- find sources of funding for textbook writing

**Core Courses**
- Ed 70 1
- Ed 70 2
- Ed 70 3
- Ed 70 4
- Ped 70 1
- Ped 70 2
- Ped 70 3
- SS 70 1
- SS 70 2
- SS 70 3
- SS 70 4
- SS 70 5
- SS 70 6

**Pedagogy Courses**
- SS 70 1
- SS 70 2
- SS 70 3
- SS 70 4
- SS 70 5
- SS 70 6

**Specialization Courses**
- SS 70 1
- SS 70 2
- SS 70 3
- SS 70 4
- SS 70 5
- SS 70 6
## Assessing Outcomes-Based Education

Using Heat Maps for the Undergraduate Programs

<table>
<thead>
<tr>
<th>Philippine Teacher Standards</th>
<th>Program Outcomes</th>
<th>Reflected</th>
<th>Not Reflected</th>
<th>Comments</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content Knowledge and Pedagogy</td>
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<td>2. Learning Environment</td>
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<td>3. Diversity of Learners</td>
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<td>4. Curriculum and Planning</td>
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<td>5. Assessment and Reporting</td>
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<td>6. Community Linkages and Professional Engagement</td>
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<td>7. Personal Growth and Development</td>
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Curricular Trilogy
(De Guzman, E. 2004)

Curricular Goals
(Learning Targets/Learning Outcomes)

Instruction (Teaching Strategies/Implementation)
Assessment
Traditional/Alternative

Classroom-Based
# BALANCED ASSESSMENT

<table>
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<tr>
<th>Types of Assessment</th>
<th>Focus</th>
<th>Features</th>
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<td>Knowledge</td>
<td>Classroom Assessment</td>
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<tr>
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<td>Curriculum</td>
<td>Test</td>
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<td>Skills</td>
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<td>Norm-referenced</td>
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<td>Criterion-referenced</td>
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<td>Portfolio</td>
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<td>Reflection</td>
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<td>Goal Setting</td>
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<td>Reflection</td>
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<td>Performance</td>
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<td>Application</td>
<td>Tasks</td>
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<td>Transfer</td>
<td>Criteria</td>
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<td>Rubrics</td>
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### Assessment and the 21st Century Students

#### Student Characteristics
- Instant access to information
- Learn how, not what
- Learning is instantly useful
- Globally Connected
- Digitally savvy
- Multi-tasking
- Multiple Identities
- Bombarded by media

#### 21st Century skills
- Creativity
- Problem solving
- Creative thinking
- Critical ability
- Growth mindset
- Others

#### Assessment Tools
- Standardized
- Knowledge and comprehension-low level
- Hegemony of the normal curve
- Economic division
Assessment and Future Skills for Jobs

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with others
- Emotional intelligence
- Judgment and decision-making
- Service orientation
- Negotiation
- Cognitive flexibility
Assessment through multiple choice

A   B   C   D   E   I

Average   Below Average   Complain until you get a better grade   The Dean gets involved   File a lawsuit   In Complete denial

Source: PHDCOMICS.COM
Challenges in Assessment

Fairness
Atweh, 2016

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
“In the 21st century, students will become accountable to their own learning... They will need to be able to measure and record their own scores on assessments and evaluate their own progress”.

-Marzano, 2012
Thank you and Mabuhay!