

# **Assessment Practices in the Philippines**

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# Levels of Assessment

**National Level**



**Institutional**



**Course and  
Classroom - Based  
Assesment**

## **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**

# Research Initiatives for Institutional Assessment

## 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; and**
- 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

Institutional Learning Outcomes	Program Outcomes	Course Learning Outcomes
	Bases: Policy Standards Institutional Outcomes	Core/Foundation Courses
		Specialization
		Thesis/dissertation

# Assessing Outcomes-Based Education

## Using Heat Maps for the Graduate Programs

Institutional Outcomes	PNU Graduates in Advance Higher Education	Program Outcomes	Curricular Framework												
			Core Courses				Pedagogy Courses		Specialization Courses						
			Ed 701	Ed 702	Ed 703	Ed 704	Pe d 701	Ped 702	SS 701	SS 702	SS 703	SS 704	SS 705	SS 706	
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	Educational Leader Exhibit leadership and competencies in generating, integrating and innovating knowledge of theory and practice in higher education.	<ul style="list-style-type: none"> <li>✓ manage a department/ unit/ division</li> <li>✓ lead a department/ supervisory/ or pool of specialist</li> <li>✓ collaborate with other GOs, NGOs to develop educational projects</li> <li>✓ find sources of funding for textbook writing</li> </ul>													

# Assessing Outcomes-Based Education

## Using Heat Maps for the Undergraduate Programs

Philippine Teacher Standards	Program Outcomes	Reflected	Not Reflected	Comments	Actions
1. Content Knowledge and Pedagogy					
2. Learning Environment					
3. Diversity of Learners					
4. Curriculum and Planning					
5. Assessment and Reporting					
6. Community Linkages and Professional Engagement					
7. Personal Growth and Development					

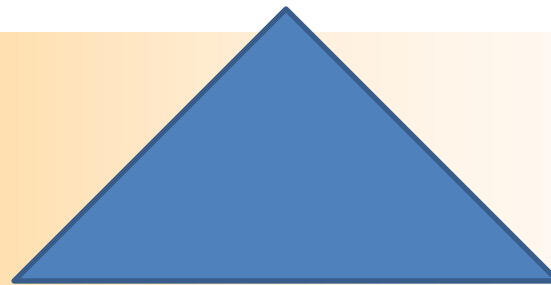


# Curricular Trilogy

(De Guzman, E. 2004)

## Curricular Goals

(Learning Targets/Learning Outcomes)



**Instruction (Teaching Strategies/Implementation)**

**Assessment**

**Traditional/Alternative**

# BALANCED ASSESSMENT

Types of Assessment	Focus	Features
Traditional (Pencil and Paper)	Knowledge  Curriculum  Skills	Classroom Assessment Test Quizzes Assignment Standardized Test Norm-referenced Criterion-referenced

Portfolio	Process	Growth and Development Reflection
	Growth	Goal Setting Reflection

<b>Types of Assessment</b>	<b>Focus</b>	<b>Features</b>
<b>Performance</b>	<b>Standards</b> <b>Application</b> <b>Transfer</b>	<b>Collaboration</b> <b>Tasks</b> <b>Criteria</b> <b>Rubrics</b>

# Challenges in Assessment

## Space of Creativity in Assessment



# Assessment and the 21<sup>st</sup> 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

## 21<sup>st</sup> Century skills

- Creativity
- Problem solving
- Creative thinking
- Critical ability
- Growth mindset
- others

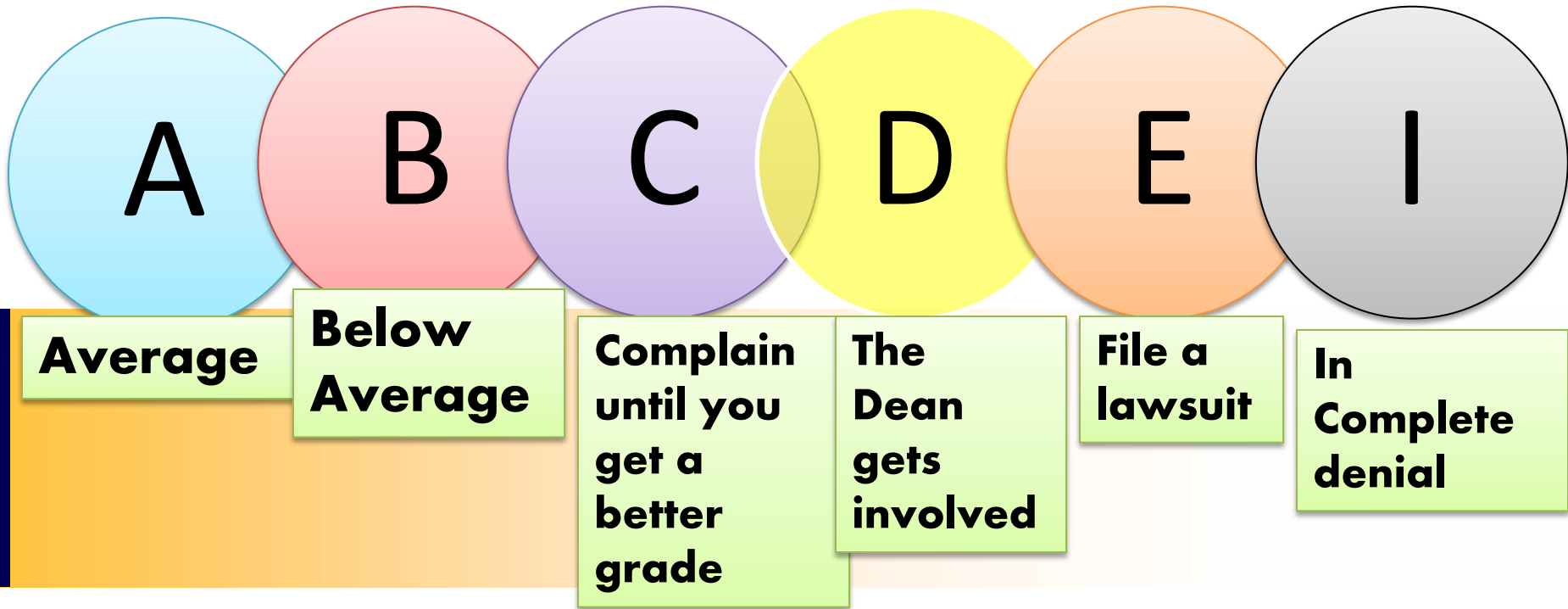
## Assessment Tools

- 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

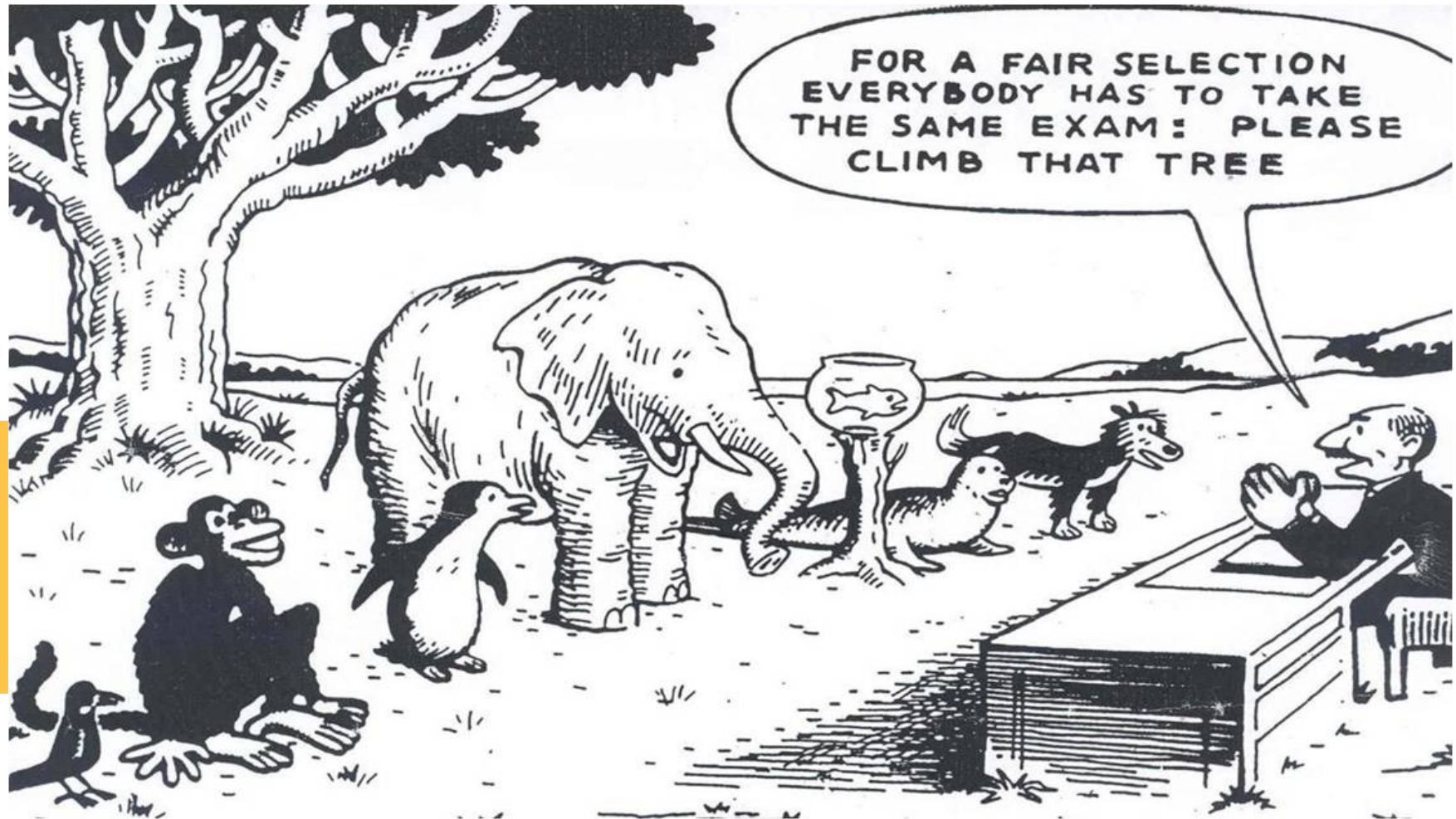


Source: PHDCOMICS.COM

# Challenges in Assessment

## Fairness

Atweh, 2016





**“In the 21<sup>st</sup> 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!**