



DR. CARLOS S. LANTING COLLEGE

Department of Teacher Education

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OBE COURSE SYLLABUS

I. SUBJECT TITLE: **Assessment of Student Learning 1**

II. PREREQUISITE: None

III. WEEKLY HOURS AND UNITS: 3 units

IV. INSTITUTIONAL OUTCOMES:

Graduates of DCLC are globally comparative, competitive, and competent in their field of profession, with high level of **critical thinking, humanistic values, conceptual and technical skills** in accordance with the standards of academic program and industry requirements relevant to nation-building.

V. COURSE OUTCOMES: At the end of the course, the students are able to:

1. Show understanding of the basic concepts and principles of high quality assessment;
2. Match the different learning targets & their appropriate assessment methods;
3. Identify the role of assessment in making instructional decision;
4. Construct classroom assessment tools in measuring knowledge and thinking skills;
5. Derive information from test results;

VI. COURSE DESCRIPTION

This is a course that focuses on the principles, development and utilization of conventional assessment tools to improve the teaching-learning process. It emphasized on the use of assessment of, as and for, in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor and affective domains. It allows students to go through the standard steps in test construction and development and the application in grading systems.

VII. COURSE OUTLINE

1. Concepts of Testing and Assessment
Meaning of Testing & Assessment, Scope of Assessment, Functions of Assessment, Kinds of Tests
Clarity of Learning Targets- cognitive targets, skills, competencies & abilities targets
Learning Domains, Bloom's Taxonomy of cognitive objectives
- 2.Characteristics of Assessment Methods
Validity – types: content, concurrent, predictive, construct
Reliability– Techniques in Testing the Reliability of Assessment method: test-retest method, parallel forms method, split-half method, Internal consistency method
Practicability – Factors that determine practicability
Justness
Morality in Assessment
3. Assessment Tools
Steps in planning for a test, Table of specifications
Objective Tests- Recall type, Recognition type (Alternative response, Multiple Choice Test, Matching Type, Rearrangement type, Analogy, Identification type)
Advantages & Disadvantages of Objective Type of Test
Essay Test- Suggestion in Constructing Essay Test, Advantages & Disadvantages
Steps in Constructing Teacher-Made Test
4. The Testing Program
Steps in a complete Testing Program:
Planning the Program

Determining the Purpose of the Program
Selecting the Appropriate Tests
Administering the Tests
Scoring the Test
Analyzing and Interpreting the Results
Applying the Results
Retesting
Making Suitable Records and Results
Sociogram – Techniques in Preparing Sociogram and its uses

5. Cognitive, Psychomotor and Affective Domains of Objectives as Bases for Constructing Teacher-Made Test
Cognitive Domain, Psychomotor Domain, Affective Domain
Sample Test Construction Based on Cognitive, Psychomotor and Affective Domains of Behavioral Objectives
NCBTS (National Competency-Based for Teachers Standards)
Assessment of Values

6. Criterion-Referenced and Norm-Referenced Measures
Criterion-Referenced Measure
Norm-Referenced Measure
Distinctions between Criterion-Referenced and Norm-Referenced Measure
Item Analysis – Benefits and Procedure
Grading System- norm-referenced grading, criterion-referenced grading system, alternative grading system, cumulative & averaging grading system

7. Portfolio Assessment
Contents, Kinds, Process, Format and Style of a Portfolio, Rubric Portfolio Evaluation, Advantages, Limitations, Implications of Portfolio to Education , Making a Portfolio Assignment

8. Formative Evaluation, Summative Evaluation and Measuring Attitudes
Characteristics and General Principles in Constructing Tests for Formative Evaluation
Uses of Formative Evaluation for Teachers and Students
Uses and Characteristics of Summative Evaluation
Measuring Attitudes -Assessment of Learning and Programs

VIII. COURSE REQUIREMENT

1. Attendance not less than 80% of the required class hours.
2. Class participation in discussions and online collaboration
3. Adhere to Course Policies:
 - a. Assignments, quizzes and other learning activities shall only be submitted via our learning management system.
 - b. Posting and sharing of personal data or classmates' personal information and photos/videos during synchronous sessions are not allowed.
 - c. Posting and sharing of learning materials posted in the LMS are not allowed. Downloading of these materials or own personal data stored in the LMS will be allowed only provided that it is for personal use only.
 - d. The results of grades in the quizzes, assignments, major exams and other learning activities shall only be viewed by the intended recipient. Students are not also allowed to post it in the social media.

IX. APPROACH / METHODOLOGY

1. Modular Approach (Printed modules or learning resources) will be utilized for students under Category 1: w/o connectivity (Learners who do not have internet access, mobile devices, and other related resources at home)
2. Facebook group/Facebook messenger, recorded video, LMS - Google Classroom and Modular approach will be utilized for students under Category 2: w/ limited connectivity (Learners who have irregular internet but have at least a mobile device with messaging capability at home)

Students may use email, chat box to send a personal message for inquiry about lessons or post questions in our google classroom to elicit answers.

3.LMS platforms - Google Classroom, and video conferencing Cisco WEBEX, for students under Category 3: with connectivity (Learners who have stable internet access, mobile devices, and other related resources at home) Flipped learning videos/ additional learning resources will be available in the LMS. Will allot a synchronous time for checking of understanding/ask questions/inquire about the lesson.

4.Residential learning or Face to face learning for major examination or once permitted by the government and management.

X. EVALUATION

1. Recitation
2. Examination
3. Quizzes/Assignment
4. Collaboration (Using online platform tools such as mentimeter, Gimkit, Webex Breakout sessions/Google Tools for Education)
5. Assessment in LMS (using GSuite tools for Education) or other Timed synchronous examination/Application where students can be monitored or can detect when they open browsers such as Quigo/Form Timer and Synchronous assessment

Commented [EZ1]: Online Learning Model by Anderson. Students and the teacher will have interactions with each other or the content using this online platforms

Commented [EZ2]: Community of Inquiry (COI). Students and the teacher will use the LMS to support the social presence of students. This will also be used by the teacher to upload lessons, instructions and other learning materials. This will also serve as the discussion forum where students and teachers can have interaction

XI. GRADING SYSTEM

- 1 **Averaging**
- 2 **System of Grading:** 1.00 = 98-100; 1.25 = 95-97; 1.50 = 92-94; 1.75 = 89-91; 2.00 = 86-88; 2.25 = 83-85; 2.50 = 80-82; 2.75 = 76-79; 3.00 = 75; 5.00 = Failed
- 3 **Minimum Ratings for passing the course:**
3.00 or 75% for the undergraduate course; 2.00 for the graduate course.

Remarks: Passed; NA – No Attendance; INC – Incomplete; UD – Unofficially Dropped; OD – Officially Dropped

XII. SUGGESTED REFERENCES / TEXTBOOKS

1. Assessment of student learning 1 Buendicho, Flordeliza C. Rex Book Store, Inc. 2013
2. Assessment of learning 1 Gabuyo, Yonardo A. Rex Book Store, Inc. 2012
3. Assessment of student learning 1 Calmorin, Laurentina Paler Rex Book Store 2011
4. Measuring and evaluation learning outcomes: Garcia, Carlito D. Books Atbp. Publishing Corp. 2013
5. Assessment of learning outcomes (assessment 1) Navarro, Rosita L. Lorimar Pub., Inc. 2012