



Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OF AKLAN

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October 8, 2020

**DIVISION MEMORANDUM**

No. 231, s. 2020

**INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT  
OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

To: **Chief Education Supervisors (CID and SGOD)**  
**Education Program Supervisors**  
**Public Schools District Supervisors**  
**Senior/Education Program Specialists**  
**Heads of Public and Private Elementary, Secondary and**  
**Integrated Schools**  
**All Others Concerned**

1. Attached is the copy of DepEd Order No. 031, s. 2020 titled: Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan with salient points, to wit:
  - a. The policy guidelines provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year;
  - b. The policy has five (5) principles to follow grounded mainly on the real purpose of giving assessment to the learners in capturing the attainment of the most essential learning competencies; and
  - c. This policy shall be implemented by public elementary and secondary schools, while private schools, technical and vocational institutions, and higher education institutions offering K to 12 Basic Education Program are likewise encouraged to implement it.
2. Immediate dissemination of this Memorandum is earnestly desired.

**MIGUEL MAC D. APOSIN EdD, CESO V**  
Schools Division Superintendent

DPP/





Republic of the Philippines  
Department of Education

02 OCT 2020

DepEd ORDER  
No. **031** s. 2020

**INTERIM GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT  
OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher, and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private School Heads  
All Others Concerned

1. In its commitment to ensure teaching and learning continuity while looking after the health, safety, and wellbeing of its learners, teachers, and personnel, the Department of Education (DepEd) issued DepEd Order No. 012, s. 2020 titled *Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year (SY) 2020-2021 in light of the COVID-19 Pandemic*.
2. To supplement the said DO, the DepEd issues the **Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan** (Enclosure No. 1) to provide guidance on the assessment of student learning and on the grading scheme to be adopted this school year.
3. As DepEd pursues learning continuity, it is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and respond to varied contexts at this time.
4. The policy is grounded on the following principles:
  - a. Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies;
  - b. Assessment is integral for understanding student learning and development;
  - c. A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery;
  - d. Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and
  - e. Assessment and grading should have a positive impact on learning.
5. This policy shall be implemented in all public elementary and secondary schools nationwide for SY 2020-2021. While DO No. 8, s. 2015 titled *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program* is still in effect, provisions inconsistent with these new guidelines are suspended for this school year.

6. Private schools, technical and vocational institutions, and higher education institutions, including state and local universities and colleges offering the K to 12 Basic Education Program are encouraged to implement these interim policy guidelines as well. Private schools and institutions are permitted to modify these policy guidelines according to their philosophy, vision, and mission, with the approval of their respective DepEd regional office.

7. Additional information to help implement effective assessment practices that are in line with the principles of this policy can be found in the **Classroom Assessment Resource Book** (Enclosure No. 2).

8. For inquiries, please contact the **Bureau of Learning Delivery**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph) or at telephone numbers (02) 8637-4346 and (02) 8637-4347.

9. Immediate dissemination of and strict compliance with this Order is directed.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encls.:

As stated



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DEPED-OSEC-435871

References:

DepEd Order (Nos. 8, s. 2015 and 012, s. 2020)

To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT  
BASIC EDUCATION  
CLASSES  
CURRICULUM  
LEARNERS  
OFFICIALS  
POLICY  
SCHOOLS  
TEACHERS

## **INTERIM POLICY GUIDELINES FOR ASSESSMENT AND GRADING IN LIGHT OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN**

### **I. Rationale**

1. The continuing threat of COVID-19 in the country and the world brings about unprecedented challenges to basic education. As schools prepare for SY 2020–2021, teachers and parents must adapt to alternative learning modalities to ensure that learners achieve essential curricular goals. This will require creative and innovative ways of designing optimal learning experiences and assessing learning progress effectively under adverse circumstances.
2. As stated in 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 necessary to utilize alternative tools and strategies for assessing and supporting learning, while avoiding creating undue pressure on the teachers, learners and their families.

### **II. Scope**

3. This DepEd Order provides for the **Interim Policy Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan (BE-LCP)** that will be implemented by public elementary and secondary schools nationwide this SY 2020–2021.
4. Private schools, technical and vocational institutions, and higher education institutions including state and local universities and colleges offering the K to 12 Basic Education Program are encouraged to implement these interim policy guidelines as well. Private schools and institutions are permitted to modify these policy guidelines according to their Philosophy, Vision, and Mission, with the approval of their respective DepEd Regional Office.

### **III. Definition of Terms**

5. For the purposes of this policy, the following terms are defined as follows:

**a. Classroom Assessment** is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.

**b. Formative Assessment** is a process that involves teachers using evidence about what learners know and can do to inform and improve their teaching. This process, through the teacher's immediate feedback, enables students to take responsibility for their own learning and identify areas where they do well and where they need help.

**Summative Assessment** is an assessment that is usually administered toward the end of a learning period to measure the extent to which the learners have mastered the essential learning competencies, the results of which are recorded and are used to report the learner's achievement.



- c. **Grading** is the way of reporting assessment data by assigning a value to the results as a record of students' ability, achievement, or progress (Association for Supervision and Curriculum Development, 2020).

#### IV. Policy Statement

6. The DepEd is committed to ensure educational continuity in this time of crisis while looking after the health, safety, and well-being of all its learners, teachers, and personnel. Schools must adopt assessment and grading practices that can most meaningfully support student development and respond to varied contexts at this time.
7. This policy is grounded on the following principles:
- Assessment should be holistic and authentic in capturing the attainment of most essential learning competencies;
  - Assessment is integral for understanding student learning and development;
  - A variety of assessment strategies is necessary, with formative assessment taking priority to inform teaching and promote growth and mastery;
  - Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and
  - Assessment and grading should have a positive impact on learning.
8. Teachers, school leaders, learners, and parents must commit to uphold the integrity of learning and instruction in the context of distance education. The main desired outcomes of this policy are:
- To ensure that all learners are fairly assessed and graded in the continuation of education during this health crisis; and
  - To emphasize that learning standards shall be attained, with the provision of reasonable leniency and considerations for possible difficulties met by the learner.

#### V. Procedures

9. Distance learning poses challenges for teachers and learners in the conduct of assessment, including limitations on giving immediate feedback, and the need to account for different contexts in designing, implementing, and grading assessment tasks.
10. To address these challenges, learners, teachers, and parents/guardians each have significant roles and responsibilities:
- Teachers.** For this school year, particular focus will be given to the following:
    - Designing the assessment to allow for flexibility in multiple modalities;
    - Communicating to learners and parents/guardians the design and standards for grading the assessment;
    - Setting up mechanisms to monitor and record progress remotely;
    - Giving timely, constructive, and relevant feedback; and
    - Facilitating remediation for learners who need further guidance.





- b. **Learners.** Learners are expected to be proactive in updating their teacher of their situation, progress and challenges encountered. A non-mandatory Self-Monitoring Tool (see Annex E) may be accomplished independently or with the assistance of their parent/guardian, if necessary. It is **NOT** required to accomplish the self-monitoring tool, but its usage is highly recommended to keep track of learners' academic progress.
- c. **Parents and guardians.** DepEd aims to develop independent learners who can study and work on the assessments on their own. However, in this school year's implementation of distance learning modalities, parents and guardians will play a crucial role in guiding their children in adapting to the changes of distance learning processes.

Thus, only when necessary, parents/guardians are requested to assist in the assessment process by:

- i. Communicating with the teacher to give updates on their child's situation, progress, and challenges encountered; and
- ii. Guiding their children in accomplishing the assessment tasks and/or monitoring tools designed by their teacher.

#### **A. Planning the Assessment**

11. Teachers need to be creative and flexible in assessing student learning, while still adhering to the principles of quality assessment practice. With safety, health, and well-being foremost in mind, assessment decisions must be made in the best interest of all learners, ensuring that all assessment activities:
  - a. align with the most essential learning competencies;
  - b. are reliable, valid and transparent;
  - c. are fair, inclusive and equitable;
  - d. are practical and manageable for both learners and teachers;
  - e. give learners a range of ways to demonstrate their learning; and
  - f. provide timely and accurate information as basis for feedback.
12. In distance learning modalities, teachers shall design assessments bearing the assumption that the learners will asynchronously take them and have open access to various sources.
13. When deciding on which assessment methods to use, it is important to consider the following questions:
  - a. What is the purpose of the assessment?
  - b. What will be assessed?
  - c. Which method would best allow learners to demonstrate what they have learned, considering their learning modality?
  - d. Which method would make it easy to gather evidence of learners' progress over time?
  - e. Will the assessment be completed individually or in groups?
  - f. Will the assessment be taken at the same time or submitted within a specific period?
  - g. How will class size affect the way the assessment will be conducted?
  - h. How can technology help?



14. In order to inform teaching and promote growth and mastery, formative assessment strategies should:

- a. establish clear learning targets and success criteria;
- b. elicit useful evidence of learning;
- c. provide timely and effective feedback;
- d. engage learners in assessing and improving each other's work; and
- e. increase ownership of their own learning (adapted from Wiliam & Leahy, 2015).

Annex A provides a matrix of sample techniques for each formative assessment strategy. Teachers are highly encouraged to adapt these techniques where appropriate, and to explore other alternatives that are feasible in their respective contexts.

15. Formative assessment is about getting better, so it should be specific, frequent, repetitive, and free from the restrictions of grading (Christodolou, 2016). It should target skills that are necessary to the attainment of learning competencies as measured in summative assessments.

16. To evaluate student learning at particular points in each quarter, **summative assessments shall continue in the form of written works and performance tasks.**

- a. Written works shall be administered to assess essential knowledge and understandings through **quizzes and long/unit tests**. Items should be distributed across the Cognitive Process Dimensions (DepEd, 2015, p. 4) using a combination of selected-response and constructed-response formats so that all are adequately covered.
- b. Performance tasks refer to assessment tasks that “allow learners to show what they know and are able to do in diverse ways. They may **create or innovate products or do performance-based tasks [including] skill demonstrations, group presentations, oral work, multimedia presentations, and research projects. It is important to note that written outputs may also be considered as performance tasks**” (DepEd, 2015, pp. 7–8). Annex B provides a list of sample summative assessments that fall under performance task for the purpose of this policy.

17. Performance tasks must be designed to provide opportunities for learners to apply what they are learning to real-life situations. In addition, teachers should take into consideration the following:

- a. Each task must be accompanied with clear directions and appropriate scoring tools (i.e. checklists, rubrics, rating scale, etc.) to help learners demonstrate their learning (see Annex C for sample scoring tools).
- b. Teachers are advised to collaboratively design and implement performance tasks that integrate two or more competencies within or across subject areas. Complex tasks may be broken down into shorter tasks to be completed over longer periods of time (see Annex D for sample integrative assessment tasks).
- c. Learners must be given flexibility in the accomplishment of the performance tasks to consider time and resources available to them.



Nonetheless, all learners within a class should be assessed on the same competencies using the same scoring tool.

- d. Teachers must exercise their professional judgment in carrying out summative assessments, providing enough opportunities for learners to practice and to redo their work whenever necessary, so that they can reach their learning targets with the least amount of pressure.
18. Teachers should set realistic expectations and use their professional judgment to find a good balance between what is effective and what is feasible to accomplish remotely.

## **B. Conducting Assessment Remotely**

19. **Communicating the assessment task.** In communicating the assessment task, teachers must ensure that the following details are explained:

- a. Objectives of the assessment task
- b. Roles of learners and parents/guardians
- c. Procedure and expected timeline
- d. Standards and rubrics

The teacher must consult the learners and, when necessary, parents/guardians, to allow room for adjustments/flexibilities needed, if any.

20. **Record of progress.** The collection and recording of evidences of learning is integral for monitoring student learning and development. Listed below are some sample strategies for this purpose:

- a. Self-Monitoring Tool (see Annex E; consider the needs of learners per key stage, e.g. early grades need assistance from parents, while older learners are expected to accomplish self-reflection tools on their own.)
- b. Check-ins of teacher with learner (during assessment period)
- c. Evidence of learning in the student's learning portfolio

## **C. Feedback and Remediation**

21. To benefit student learning, both formative and summative assessment must be accompanied with timely, constructive, and meaningful feedback based on the learner's record of progress. In giving feedback, teachers need to maximize available communication options (e.g. writing feedback on the output, texting feedback via SMS, and using online channels, among others). Annex F provides a guide to help frame decisions on appropriate feedback to learners.
22. Consistent with DO No. 8, s. 2015, "teachers should ensure that learners receive remediation when they earn raw scores which are consistently below expectation" in summative assessments "by the fifth week of any quarter. This will prevent a student from failing in any learning area at the end of the year."

## **D. Grading and Promotion**

23. The challenges brought to light by the coronavirus pandemic, specifically the implementation of different distance learning delivery modalities, have sparked





a larger conversation about the role grades play in student learning, prompting education sectors to rethink traditional grading schemes. The grading system implemented in this interim policy provides reasonable leniency to learners who are put to a larger disadvantage by the pandemic, but at the same does not compromise the integrity and principles of assessment and grading.

24. Written works and performance tasks shall be administered to assess the content and performance standards that describe the knowledge, abilities and skills that learners are expected to demonstrate. These tasks could be designed to include the following:
  - a. Student's Learning Portfolio that documents all the evidence of learning within the grading period including self-reflections, self-evaluations of performance tasks guided by rubrics, and self-selected best outputs in learning modules.
  - b. Minimum of four (4) written works and four (4) performance tasks within the quarter, preferably one in two weeks integrating two or more competencies.
  - c. All competencies should be covered by the performance tasks (e.g. A performance task can be used to assess Science, Math, and English altogether for certain topics).
25. For the current school year, quarterly assessments shall not be administered. However, days allotted for quarterly assessments in DepEd Order 7, s. 2020 or the School Calendar and Activities for School Year 2020-2021, may be used for the presentation of major performance for the quarter that addresses the **performance standard**.
26. Quarterly Examinations were given a weight of 20% constantly in DO No. 8, s. 2015. Since it will no longer be a part of the grading system for this school year, its previously determined weight was distributed equally into Written Works and Performance Tasks, allotting an additional 10% to each component. This maintains an emphasis on Performance Tasks for some learning areas.

**Table 1: Weight Distribution of the Summative Assessment Components per Learning Area for Grade 1 to Grade 10**

Assessment Components	Weights		
	Languages/AP/EsP	Science/Math	MAPEH/EPP/TLE
Written Works	40%	50%	30%
Performance Tasks	60%	50%	70%

**Table 2: Weight Distribution of the Summative Assessment Components for Senior High School**

Assessment Components	Core Subjects	Academic Track		Technical/Vocational and Livelihood (TVL)/Sports/Arts and Design Tracks	
		All Other Subjects	Work Immersion/Research/ Business Enterprise Simulation/ Exhibit/Performance	All Other Subjects	Work Immersion/ Research Exhibit/ Performance
Written Works	40%	40%	50%	30%	
Performance Tasks	60%	60%	50%	70%	



**Table 3: Sample Computation of Written Works and Performance Tasks in Languages/AP/EsP for Grade 1 to Grade 10 and SHS Core Subjects**

	Written Works (40%)							Performance Tasks (60%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	40%	15	15	25	20	75	100	60%	100	100
Learner A	18	22	20	17	77	91	36.4%	12	13	19	15	56	75	45%	81.4	88

**Table 4: Sample Computation of Written Works and Performance Tasks in Math/Science for Grade 1 to Grade 10**

	Written Works (50%)							Performance Tasks (50%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	50%	15	15	25	20	75	100	50%	100	100
Learner A	18	22	20	17	77	91	45.5%	12	13	19	15	56	75	37.5%	83	89

**Table 5: Sample Computation of Written Works and Performance Tasks in MAPEH/EPP/TLE for Grade 1 to Grade 10**

	Written Works (30%)							Performance Tasks (70%)							Initial Grade	Quarterly Grade
	1	2	3	4	Total	PS	WA	1	2	3	4	Total	PS	WA		
Highest Possible Score	20	25	20	20	85	100	30%	15	15	25	20	75	100	70%	100	100
Learner A	18	22	20	17	77	91	27.3%	12	13	19	15	56	75	52.5%	79.8	87

27. The transmutation table, which is Appendix B in DO No. 8, s. 2015, shall still be used in this grading system. The guidelines on learner's progress report, as well as on promotion and retention shall likewise follow the provisions cited in the said policy.

### **E. Role of Technology**

28. Technology plays a substantial role in helping teachers in the development, communication, implementation, and grading of assessment tasks. A matrix of sample tools organized by low, medium, and high technology is provided in Annex G.



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## VI. Monitoring and Evaluation

29. The School Heads shall be primarily responsible for supervising the implementation of this policy in their schools, ensuring that the provisions are communicated to all concerned stakeholders in the school community.
30. The Regional and Schools Division Offices shall jointly monitor the compliance of schools with these guidelines. The Curriculum and Learning Management Division and Curriculum Implementation Division shall diligently collaborate with each other in ensuring that the provisions of this policy are complied with.
31. At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the School Heads. The School Head shall prepare a quarterly report that includes the challenges and issues encountered throughout the policy implementation. The said reports shall be submitted to the Schools Division Office for collation and analysis. The SDOs will then prepare a bi-annual analysis report for submission to the Regional Office.
32. Overall policy feedback from the Regional Offices shall be provided to the DepEd Central Office to be used in evaluating the policy for continuous improvement of its design and implementation. It will also be used in improving the design and systems of the Learning Continuity Plan which may be useful should there be arising challenges in the future which are analogous to the COVID-19 pandemic.
33. Such information shall be addressed to the **Office of the Director IV of the Bureau of Learning Delivery**, via telephone numbers (02) 8637-4346 and 8637-4347 or email at bld.od@deped.gov.ph.

## VII. Effectivity

34. This Order shall take effect immediately upon its approval and shall remain in force and in effect for the duration of SY 2020-2021. This shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.
35. DO No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) is still in effect, but its provisions inconsistent with these guidelines are suspended for the upcoming school year.

## VIII. References

Association for Supervision and Curriculum Development. (2020). *Assessment and Grading*. Retrieved August 2020, from <http://www.ascd.org/research-a-topic/student-assessment-and-grading-resources.aspx>

Department of Education (2015). *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015)*. Manila: Department of Education, Republic of the Philippines.

Department of Education (2018). *Classroom Assessment Resource Book*. Manila: Department of Education, Republic of the Philippines.



Magaña, S., & Marzano, R. J. (2014). *Enhancing the art & science of teaching with technology*. Marzano Research Laboratory.

Roberts, E. W. (2017). *Using Self-Assessment Scoring Guides to Improve Student Self-Efficacy and Achievement*.

William, D., & Leahy, S. (2015). *Embedding formative assessment: Practical techniques for K-12 classrooms*. Learning Sciences International.



**Annex A**  
**SAMPLE TECHNIQUES FOR EACH FORMATIVE ASSESSMENT STRATEGY**

<b>Strategy</b>	<b>Asynchronous</b> (e.g. email, text/mobile message, social media, LMS)	<b>Synchronous</b> (e.g. phone call, video call, live chat)
Establishing clear learning target and success criteria	<ul style="list-style-type: none"> <li>Post the learning targets before the start of a lesson to get learners to think about what they will be learning and how these are connected to their prior knowledge and personal experiences.</li> <li>Present at least two contrasting samples of anonymous work and ask learners to post a comment on which is better and why.</li> <li>Show a checklist or rubric to provide learners a clear idea of what is expected of them to achieve in relation to the learning targets. Then invite them to comment or raise questions.</li> </ul>	<ul style="list-style-type: none"> <li>Share and highlight important details of the learning targets, and then ask learners to explain the targets in their own words.</li> <li>Present at least two contrasting pieces of anonymous work and ask learners which is better and why.</li> <li>Show a checklist or rubric and initiate an interactive discussion on the expected levels of performance. Invite learners to comment or raise questions.</li> </ul>
Eliciting useful evidences of learning	<ul style="list-style-type: none"> <li>Pose a variety of questions, especially those that will engage learners in deep thinking. Ask learners to respond and to comment on other classmates' answers.</li> <li>Provide exercises in multiple formats (binary choice, multiple choice, matching, short answer, essay). Let learners choose when to complete each exercise during a specified period.</li> <li>Have learners use a paper-based or digital journal to keep a record of what they learn each day.</li> </ul>	<ul style="list-style-type: none"> <li>Pose a variety of questions, especially those that will engage learners in deep thinking. In a whole- or small-group discussion, call at random at least two learners to answer, and then allow volunteers to contribute responses.</li> <li>Provide exercises in multiple formats (binary choice, multiple choice, matching, short answer, essay) to be taken on the same day and at the same time. Give learners a set time to complete each exercise.</li> </ul>
Providing effective feedback	<ul style="list-style-type: none"> <li>Record and upload an audio/video file containing feedback on a learner's performance.</li> <li>Send written feedback via email, SMS, or mobile message. If necessary, add photographs or screenshots of learners' outputs to support the feedback.</li> <li>Use the comments feature in word processing software to provide feedback on writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Initiate a real-time conversation with a learner to give feedback about his/her performance, or a live class session to highlight details of common strengths and areas for improvement. Then, have them note down the feedback they received.</li> <li>During a live small-group session, have learners show and explain the improvements they made</li> </ul>





	<p>Embed hyperlinks to external resources which learners can safely navigate to improve future work.</p> <ul style="list-style-type: none"> <li>Write feedback on an anonymous work and provide learners a copy of the work with the success criteria for the task. Ask pairs or small groups of learners to improve the work by following the feedback.</li> </ul>	<p>on an anonymous work based on given feedback. Once they get used to this, begin using actual samples from the class.</p>
Engaging learners in assessing and improving each other's work	<ul style="list-style-type: none"> <li>Post ground rules for peer feedback. Invite learners to express their concerns with the rules and to suggest any improvements.</li> <li>Provide examples of different kinds of feedback comments. Ask learners to reflect on which comments would be helpful to one's work and which ones would not.</li> <li>Let learners make multiple attempts at one task and select one that they think is the best. Have them exchange their work with a partner, who selects one of their partner's attempts they believe is the best, compare their choices, and discuss any areas of concern.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a whole-class session to construct ground rules for peer feedback. Ask learners to explain the rules in their own words.</li> <li>Present examples of different kinds of feedback comments. Ask learners which ones they think would be helpful for improving one's work and why.</li> <li>Let learners present their work, on which classmates will provide constructive feedback afterwards. Encourage them to incorporate the suggestions and resubmit the revised documents later.</li> </ul>
Increasing learners' ownership of their own learning	<ul style="list-style-type: none"> <li>Have learners use a paper-based or digital journal to keep a record of what they learn each day.</li> <li>Have learners keep a learning portfolio that documents their progress. Ask them to review their portfolio regularly and reflect on what has improved about their work.</li> <li>After completing a task, ask learners to write down one thing they found easy about the task, one thing they found difficult, and one thing they found interesting.</li> <li>Establish a "parking lot" for questions learners may want to raise outside a live conversation or class session. Respond to these questions as they are posted. Invite learners to respond as well.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear instructions about how learners can use a learning journal or portfolio to keep a record of their progress.</li> <li>Ask learners to share one thing they found easy about a task they have just completed, one thing they found difficult, and one thing they found interesting.</li> <li>Schedule a session for answering the questions posted in the "parking lot". Encourage the learners to respond first.</li> </ul>



## Annex B

### Sample Summative Assessment Tools that Qualify as Performance Tasks in Various Learning Delivery Modalities

Below is a list of sample summative assessment tools that count as performance tasks per learning area in each learning delivery modality. The list is not exhaustive, and teachers may use other appropriate tools specific to the assessment task.

#### Face-to-Face Learning

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
<b>Languages</b>	<ol style="list-style-type: none"> <li>1. book / article reviews</li> <li>2. essays</li> <li>3. journals</li> <li>4. letter writing</li> <li>5. reaction / reflection papers</li> <li>6. reports</li> </ol>	<ol style="list-style-type: none"> <li>1. campaigns</li> <li>2. case studies</li> <li>3. collages</li> <li>4. compositions</li> <li>5. literary analyses</li> <li>6. multimedia productions</li> <li>7. portfolios</li> <li>8. research projects</li> <li>9. story / poem writing</li> </ol>	<ol style="list-style-type: none"> <li>1. debates</li> <li>2. interviews</li> <li>3. multimedia presentations</li> <li>4. panel discussions</li> <li>5. presentations</li> <li>6. project making</li> <li>7. role plays</li> <li>8. speech delivery</li> <li>9. storytelling / reading</li> </ol>
<b>Math</b>	<ol style="list-style-type: none"> <li>1. data recording and analyses</li> <li>2. geometric and statistical analyses</li> <li>3. graphs, charts, or maps</li> <li>4. problem sets</li> <li>5. surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. diagrams</li> <li>2. mathematical investigatory projects</li> <li>3. models / making models of geometric figures</li> <li>4. number representations</li> <li>5. portfolio</li> </ol>	<ol style="list-style-type: none"> <li>1. constructing graphs from surveys conducted</li> <li>2. multimedia presentation</li> <li>3. outdoor math</li> <li>4. probability experiments</li> <li>5. problem-posing</li> <li>6. reasoning and proof through recitation</li> <li>7. using manipulatives to show math concepts / solve problems</li> <li>8. using measuring tools / devices</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. concept maps</li> <li>2. data recording and analyses</li> <li>3. laboratory reports and documentations</li> <li>4. reaction / reflection papers</li> <li>5. surveys</li> </ol>	<ol style="list-style-type: none"> <li>1. investigatory projects</li> <li>2. models and diagrams construction</li> <li>3. prototype building</li> <li>4. research papers</li> </ol>	<ol style="list-style-type: none"> <li>1. designing and implementation of action plans</li> <li>2. debates</li> <li>3. designing various models</li> <li>4. doing scientific investigations</li> <li>5. issue-awareness campaigns</li> </ol>



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
			6. laboratory activity 7. multimedia presentations 8. simulation 9. skills demonstration 10. verification experiments
<b>Araling Panlipunan (AP)</b>	1. concept maps and organizers 2. essays 3. journals 4. news writing 5. news / article reviews 6. reaction / reflection papers	1. collages and diorama making 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper	1. community involvement 2. debate 3. interviews 4. issue-awareness campaigns 5. news reporting 6. presentations and multimedia presentations 7. role plays 8. simulations
<b>Music</b>	1. essays 2. reaction / reflection papers 3. research paper	1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes	1. multimedia presentation 2. musical presentation 3. skills demonstration (singing, playing instruments)
<b>Art</b>	1. essays 2. reaction / reflection papers 3. research paper	1. art criticism and appreciation compilation 2. art exhibit 3. art projects 4. portfolio	1. art production 2. multimedia presentation 3. portfolio 4. skills demonstration (drawing, coloring, painting) 5. stage / bulletin board production
<b>Physical Education (PE)</b>	1. essays 2. reaction / reflection papers 3. research paper	1. article / journal review 2. personal fitness and health logs 3. portfolio	1. personalized exercise programs 2. physical activity participation 3. physical activity / fitness assessment 4. role plays 5. skills demonstration



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
<b>Health</b>	1. essays 2. journal / article review 3. reaction / reflection papers 4. research paper	1. journal responses 2. personal fitness and health logs 3. portfolio	1. debates 2. personalized fitness and health program 3. issue-awareness campaigns 4. role plays
<b>Edukasyon sa Pagpapakatao (ESP)</b>	1. essays 2. journal writing 3. journal / article reviews 4. reaction / reflection papers	1. argument analyses 2. expressing feelings and ideas through art activities 3. journal responses 4. letter/song/poem writing	1. issue-awareness campaigns 2. presentations and multimedia presentations 3. role plays 4. personal action plans (plano ng pagsasabuhay) 5. situation analysis (pagsusuri ng sitwasyon)
<b>Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)</b>	1. essays 2. diagrams, charts, and models 3. work designs and plans	1. technical drawing output 2. prototype building 3. products / projects using locally available materials	1. skills demonstration 2. skills application 3. laboratory exercises 4. oral tests 5. design, creation, and layout of outputs 6. diagnosis and repair of damaged equipment

### Online Distance Learning

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance Tasks
<b>Languages</b>	1. blog post on a book / article review 2. essays submitted through email 3. e-journals 4. electronic mail writing 5. reaction / reflection papers	1. YouTube campaign videos 2. case studies published through Adobe Acrobat 3. e-collages 4. compositions submitted through email 5. blog on literary analyses	1. online debates via Zoom or Google Meet 2. online interviews 3. multimedia presentation using PowerPoint or Canva 4. panel discussions via Zoom or Google Meet 5. online presentations



	<p>submitted through email</p> <ol style="list-style-type: none"> <li>6. PDF reports</li> </ol>	<ol style="list-style-type: none"> <li>6. multimedia productions uploaded in Facebook/YouTube</li> <li>7. e-portfolios</li> <li>8. research projects published in an e-journal</li> <li>9. story / poem writing narrated through PowerPoint presentations</li> </ol>	<ol style="list-style-type: none"> <li>6. recorded project presentation</li> <li>7. recorded monologues</li> <li>8. speech delivery via Zoom/Google Meet</li> <li>9. storytelling / reading via Zoom/Google Meet</li> </ol>
<b>Math</b>	<ol style="list-style-type: none"> <li>1. data recording and analyses using Google Forms</li> <li>2. geometric and statistical analyses using Stata or Aleks</li> <li>3. graphs, charts, or maps using Microsoft Excel or Google Sheets</li> <li>4. problem sets submitted via email</li> <li>5. surveys using Google Forms</li> </ol>	<ol style="list-style-type: none"> <li>1. e-diagrams using Adobe Illustrator</li> <li>2. mathematical investigatory projects with video presentation</li> <li>3. models / making models of geometric figures presented via Zoom/Google Meet</li> <li>4. number representations using Photoshop or Illustrator</li> <li>5. e-portfolio</li> </ol>	<ol style="list-style-type: none"> <li>1. constructing graphs through MS Word or Excel from surveys conducted</li> <li>2. multimedia presentation</li> <li>3. probability experiments</li> <li>4. problem-posing</li> <li>5. reasoning and proof through recitation during online classes</li> <li>6. video presentation using manipulatives to show math concepts / solve problems</li> <li>7. video demonstration using measuring tools / devices</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. concept maps submitted via email</li> <li>2. data recording and analyses using MS Excel or Google Sheets</li> <li>3. laboratory reports and video documentation</li> <li>4. reaction / reflection papers</li> <li>5. surveys using Google Forms</li> </ol>	<ol style="list-style-type: none"> <li>1. investigatory projects</li> <li>2. e-models and diagrams e-construction</li> <li>3. prototype building with video demonstration</li> <li>4. research papers</li> </ol>	<ol style="list-style-type: none"> <li>1. designing of action plans</li> <li>2. online debates</li> <li>3. designing various models using software</li> <li>4. doing scientific investigations with video demonstration</li> <li>5. issue-awareness campaigns uploaded in YouTube</li> <li>6. multimedia presentations</li> <li>7. simulation software</li> </ol>





			8. skills demonstration via videos 9. verification experiments
<b>Araling Panlipunan (AP)</b>	1. concept maps and organizers 2. blog essays 3. e-journals 4. news writing 5. news / article reviews 6. reaction / reflection papers	1. e-collages 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper	1. community involvement via Zoom/Google Meet 2. online debate 3. online interviews 4. issue-awareness campaigns uploaded in YouTube 5. news reporting 6. presentations and multimedia presentations 7. e-simulations
<b>Music</b>	1. blog essays 2. reaction / reflection papers 3. research paper	1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes	1. multimedia presentation 2. musical presentation 3. online skills demonstration (singing, playing instruments)
<b>Art</b>	1. blog essays 2. reaction / reflection papers 3. research paper	1. art criticism and appreciation compilation 2. online art exhibit via website/Facebook page 3. art projects 4. portfolio	1. art production 2. multimedia presentation 3. e-portfolio 4. online skills demonstration (drawing, coloring, painting)
<b>Physical Education (PE)</b>	1. blog essays 2. reaction / reflection papers 3. research paper	1. article / journal review 2. personal fitness and health logs 3. portfolio	1. video demonstration of personalized exercise programs 2. home physical activity / fitness assessment 3. skills demonstration
<b>Health</b>	1. blog essays 2. journal / article review 3. reaction / reflection papers 4. research paper	1. e-journal responses 2. personal fitness and health logs 3. e-portfolio	1. online debates 2. personalized fitness and health program 3. issue-awareness campaigns via YouTube
<b>Edukasyon sa Pagpapakatao (ESP)</b>	1. blog essays 2. journal writing	1. argument analyses 2. expressing feelings and ideas	1. issue-awareness campaigns via YouTube



	3. journal / article reviews 4. reaction / reflection papers	through art activities submitted via email 3. journal responses 4. letter/song/poem writing	2. presentations and multimedia presentations 3. personal action plans (plano ng pagsasabuhay) 4. situation analysis (pagsusuri ng sitwasyon)
<b>Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)</b>	1. blog essays 2. diagrams, charts, and models 3. work designs and plans	1. technical drawing output 2. prototype building with video demonstration 3. products / projects using locally available materials	1. skills demonstration via YouTube/Zoom/Google Meet 2. skills application with video demonstration 3. online oral tests 4. design, creation, and layout of outputs 5. video demonstration on diagnosis and repair of damaged equipment

### Digital/Printed Modular Learning, TV/RBI, and Homeschooling

Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
<b>Languages</b>	1. book / article reviews 2. essays 3. journals 4. letter writing 5. reaction / reflection papers 6. reports	1. campaigns 2. case studies 3. collages 4. compositions 5. literary analyses 6. multimedia productions 7. portfolios 8. research projects 9. story / poem writing	1. interviews 2. multimedia presentations 3. project making
<b>Math</b>	1. data recording and analyses 2. geometric and statistical analyses 3. graphs, charts, or maps 4. problem sets 5. surveys	6. diagrams 7. mathematical investigatory projects 8. models / making models of geometric figures 9. number representations 10. portfolio	1. constructing graphs from surveys conducted 2. multimedia presentation 3. outdoor math 4. probability experiments 5. problem-posing 6. reasoning and proof 7. using manipulatives to show math



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
			concepts / solve problems 8. using measuring tools / devices
<b>Science</b>	1. concept maps 2. data recording and analyses 3. laboratory reports and documentations 4. reaction / reflection papers 5. surveys	1. investigatory projects 2. models and diagrams construction 3. prototype building 4. research papers	1. designing and implementation of action plans 2. designing various models 3. doing scientific investigations 4. issue-awareness campaigns 5. laboratory activity 6. multimedia presentations 7. simulation 8. skills demonstration 9. verification experiments
<b>Araling Panlipunan (AP)</b>	1. concept maps and organizers 2. essays 3. journals 4. news writing 5. news / article reviews 6. reaction / reflection papers	1. collages and diorama making 2. leaflet, poster, and slogan making 3. map construction 4. research work 5. timelines 6. film/documentary reviews and analysis/advocacy paper	1. community involvement 2. interviews 3. issue-awareness campaigns 4. news reporting 5. presentations and multimedia presentations 6. simulations
<b>Music</b>	1. essays 2. reaction / reflection papers 3. research paper	1. musical arrangements 2. musical / song analysis 3. musical research 4. writing program notes	1. multimedia presentation 2. musical presentation 3. skills demonstration (singing, playing instruments)
<b>Art</b>	1. essays 2. reaction / reflection papers 3. research paper	1. art criticism and appreciation compilation 2. art exhibit 3. art projects 4. portfolio	1. art production 2. multimedia presentation 3. portfolio 4. skills demonstration (drawing, coloring, painting)
<b>Physical Education (PE)</b>	1. essays 2. reaction / reflection papers	1. article / journal review	1. personalized exercise programs



Learning Area	Summative Assessment Tools		
	Written Outputs	Products	Performance-Based Tasks
	3. research paper	2. personal fitness and health logs 3. portfolio	2. physical activity participation 3. physical activity / fitness assessment 4. skills demonstration
<b>Health</b>	1. essays 2. journal / article review 3. reaction / reflection papers 4. research paper	1. journal responses 2. personal fitness and health logs 3. portfolio	1. personalized fitness and health program 2. issue-awareness campaigns
<b>Edukasyon sa Pagpapakatao (ESP)</b>	1. essays 2. journal writing 3. journal / article reviews 4. reaction / reflection papers	1. argument analyses 2. expressing feelings and ideas through art activities 3. journal responses 4. letter/song/poem writing	1. issue-awareness campaigns 2. presentations and multimedia presentations 3. personal action plans (plano ng pagsasabuhay) 4. situation analysis (pagsusuri ng sitwasyon)
<b>Edukasyong Pantahanan at Pangkabuhayan (EPP) / Technology and Livelihood Education (TLE)</b>	1. essays 2. diagrams, charts, and models 3. work designs and plans	1. technical drawing output 2. prototype building 3. products / projects using locally available materials	1. skills demonstration 2. skills application 3. laboratory exercises 4. oral tests 5. design, creation, and layout of outputs 6. diagnosis and repair of damaged equipment



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## Annex C

A **rubric** is a learning and assessment tool that is used to evaluate written outputs, products, or performance-based tasks. It is a scoring guide that articulates the expectations and describes the levels of quality expected from a learner. (Andrade, 2000; Arter & Chappuis, 2007; Stiggins, 2001).

Rubrics contain four essential features (Stevens & Levi, 2013):

- 1) a **task description** or a **descriptive title** of the task students are expected to produce or perform;
- 2) a **scale (and scoring)** that describes the level of mastery (e.g., exceed expectation, meets expectation, doesn't meet expectation);
- 3) **components/criteria** students are to attend to in completing the assignment/tasks (e.g., types of skills, knowledge, etc.); and
- 4) **description of the performance quality (performance descriptor)** of the components/dimensions at each level of mastery.

A rubric can be *analytic* or *holistic*. An analytic rubric articulates different dimensions of performance and provides ratings for each criterion or dimension. A holistic rubric describes the overall characteristics of a performance and provides a single score. In developing a rubric, it should be emphasized that higher points could be given for a certain level of mastery depending on the complexity of the question.

Sample:

### Holistic Rubric

Holistic Rubric

Portfolio Grading

Title

Description

This rubric is designed to evaluate the portfolio submission based on *content, presentation of work, and reflection.*

Scoring	Performance Descriptor
100 – 95	All required items are included, with a significant number of additions. Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications. Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives. Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
94 – 90	All required items are included, with a few additions. Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications. Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives. Items are introduced and well organized, showing connection between items.
89 – 85	All required items are included. Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them. Reflections illustrate an attempt to critique work, and to suggest alternatives. Items are introduced and somewhat organized, showing some connection between items.
85 - 80	A significant number of required items are missing. Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts. Reflections illustrate a minimal ability to critique work. Items are not introduced and lack organization.

Based on Pierette Pheneu, in The Science Teacher, October 1998.

Based on Pierette Pheeney, in *The Science Teacher*, October 1998.

Scoring

Performance  
Descriptor





## Analytic Rubric

### Math Problem Solving Rubric

**Title**

This rubric is designed to measure the quality of a process, rather than the quality of an end-product. Work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem).

**Description**

**Criteria**

Dimension	Mastered	Working towards Mastery	Needs Improvement
	3 points	2 points	1 point
Define the Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.
Identify Appropriate Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.

**Scale and Scoring**

**Performance Descriptor**

Source: Rcampus. Retrieved August 11, 2020 from <https://www.rcampus.com/rubricshowc.cfm?code=W2X637A&nocache=1597141552802>



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## Annex D

### Sample Integrative Performance Task

*(Contributed by Norman C. Barroso, Elizabeth A. Soriano, Rufina E. Rivera, Noreen S. Malabanan & Marilou I. Cabugo, Tanza National Comprehensive High School – Senior High School)*

**Target Subjects:** Grade 11 Core Subjects (Oral Communication, General Mathematics, Earth and Life Science, Empowerment Technologies, Understanding Culture, Society and Politics and Physical Education and Health 1)

**Time Frame of Assessment:** MELC-Week 1

#### Integrated Most Essential Learning Competencies:

Subjects	Most Essential Learning Competencies (MELC)	Budget of Work (BOW)
Oral Communication	Explains the functions, nature and process of communication	Week 1
General Mathematics	Represents and evaluates real-life situations using functions	Week 1
Earth and Life Science	Recognizes the uniqueness of Earth, being the only planet in the solar system with properties necessary to support life.	Week 1
Empowerment Technologies	Compare and contrast the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges.	Week 1
Understanding Culture, Society and Politics	Discuss the nature, goals and perspectives in/of anthropology, sociology and political science.	Week 1
Physical Education and Health 1	Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's diet.	Week 1

#### Integrative Performance Task for Week 1:

The Performance Task:

For Online Learners: The learners are expected **to create blog** as the first entry for their **virtual learning portfolio** entitled “*Pandemic Ka Lang*, I am Filipino”, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the global pandemic. The output is to be shared through social media platforms.

For Offline Digital Learners: The learners are expected **to create an offline interactive** presentation ( through slide decks and injection of self-made videos) as the first entry for their **offline digital learning portfolio** entitled “*Pandemic Ka Lang*, I am Filipino”, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the



global pandemic. The output is to be shared to family members and immediate community.

For Modular Learners (Learners with no Gadgets and Connection): The learners are expected **to create an informative write-up report** as first entry for their **learning portfolio** entitled “*Pandemic Ka Lang, I am Filipino*”, discussing learner’s awareness of one self, their changing environment and realized initiatives that a Filipino youth can contribute in the society amidst the global pandemic. The output is to be shared to family members and immediate community.

### **Goal:**

The learner predicts the number of COVID-19 positive cases in the Philippines after the 60th, 90th, 120th, 150th, and 180th days using the function (simple linear regression model) presented in the study of Medina (2020) about “*Preliminary Estimates of COVID-19 Case Fatality Rate in the Philippines Using Linear Regression Analysis*” (MELC-General Mathematics).

Using the data as the background, the learner explains the implication of the predicted information about the pandemic in relation to society through the perspectives of anthropology, sociology and political science (MELC- Understanding Culture, Society and Politics).

After the discussion, the learner shares insights starting from his/her personal self-check on health-related fitness status and implication of the pandemic lockdown to his/her changes in physical routines, habits and diets (MELC-Physical Education and Health I).

After the self-check, the learner extends his/her observation of the changes from personal perspective going to global effects of the pandemic. Encourage learners to search online articles, consult tv and radio news, and read printed articles about them. This may include mortality of man as organisms of the earth and how the lockdown affects environment and earth subsystems due to the cease of the normal human activity. The learners may highlight how unique earth is and its properties (including destruction and healing) to support life (MELC-Earth and Life Science).

From the global and environmental perspective, the learners share their initiatives and contributions as a youth or individual that may help Filipino community by discussing the power of the nuance and substantial information presented in different web platforms and sites This also includes the importance of being vigilant to presented contents in addressing goals and situational challenges in time of pandemic. Learners could also relate the presence of the provision of the punishment for dissemination of fake information and news in the *Bayanihan to Heal As One Act* or Republic Act No. 11469 (MELC-Empowerment Technologies).

Finally, the learner reflects on how their output such as the blog, offline interactive presentation, and informative write-up report is considered as means of “communication” and how its function serves their goal in promoting information, awareness and initiatives as a Filipino youth in the time of pandemic. (MELC-Oral Communication).



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**Role:**

The learner is an **analyst, researcher** and an **influencer** of personal and social awareness and initiatives for global stewardship.

**Audience:**

For online learners the task addresses a **wider general public audience** in different social media platforms. While offline digital learners and modular learners addresses their task to **family members** and **immediate community**.

**Situation:**

The quarantine lockdown forced the youths ages 19 below to stay in their homes. Despite the quarantine restrictions, the *Samahan ng mga Kabataan* in Tanza launches a youth empowerment campaign highlighting the contributions and initiatives that young people can still do amidst the threat of the COVID-19. The learner as the president of the organization designs the campaign through creation of blog, interactive presentation and informative write-up report showcasing knowledge, awareness and initiatives of a Filipino youth in the time of pandemic. \

**Product:**

The online learner creates a **blog**. The offline digital learner creates an **offline interactive presentation**. The learner creates an **informative write-up report**.

**Standards:**

The performance task is to be assed with the following guides:



### A. Rubric for Assessing Online Blog (For Online Learner)

Criteria	5	4	3	2	1	Rating
Organization	Blog follows the correct arrangement of idea. It is easy to understand, navigate and clear to read; visually appealing and relevant to the discussed ideas.	Blog follows the correct arrangement of idea. It is easy to understand and navigate; clear to read.	Blog follows the correct arrangement of idea. It is easy to understand and navigate.	Blog is easy to understand, neat and presentable. It is fairly easy to navigate.	Blog is unorganized, difficult to follow and navigate. It is visually unappealing.	
Content	<p>The data presented have 100% accuracy.</p> <p>The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing.</p> <p>Statements are supported by experience or related research.</p>	<p>The data presented have 80-99% accuracy.</p> <p>The insights are moderately discussed, understood and reflectively thought of.</p>	<p>The data presented have 60-79% accuracy.</p> <p>The insights are minimally discussed, understood and reflectively thought of.</p>	<p>The data presented have 40-59% accuracy.</p> <p>The insights are unsatisfactorily discussed, understood and reflectively thought of.</p>	<p>The data presented have 40% below accuracy.</p> <p>The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.</p>	
Creativity	The insights are discussed in varied and interactive multimedia means or presentation (graphical representation, appropriate links, images, graphics, text or video); visually attractive to readers.	The insights are discussed in three (3) multimedia means and interactively presented.	The insights are discussed in two (2) multimedia means and interactively presented	The insights are presented in texts and limited image/s. No evidence of interactive presentation.	The insights are presented in pure text.	
Audience	It is shared to 10-12 readers with complete number of feedbacks.	It is shared to 10-12 readers with incomplete number of feedbacks	It is shared to 5-9 viewers with complete number of feedbacks	It is shared to 5-9 viewers with incomplete number of feedbacks	Blog has reached 1-4 readers or has no reader at all.	
Total						
Teacher Feedback:						





## B. Rubric for Assessing Offline Interactive Presentation (For Offline Digital Learner)

Criteria	5	4	3	2	1	Rating
Organization	Presentation follows the correct arrangement of idea. It is easy to understand, follow and clear to read; visually appealing and relevant to the discussed ideas.	Presentation follows the correct arrangement of idea. It is easy to understand and follow; clear to read.	Presentation follows the correct arrangement of idea. It is easy to understand and follow.	Presentation is easy to understand, neat and presentable. It is fairly easy to follow.	Presentation is unorganized, difficult to understand and follow. It is visually unappealing.	
Content	<p>The data presented have 100% accuracy</p> <p>The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing.</p> <p>Statements are supported by experience or related research.</p>	<p>The data presented have 80-99% accuracy.</p> <p>The insights are moderately discussed, understood and reflectively thought of.</p>	<p>The data presented have 60-79% accuracy.</p> <p>The insights are minimally discussed, understood and reflectively thought of.</p>	<p>The data presented have 40-59% accuracy.</p> <p>The insights are unsatisfactorily discussed, understood and reflectively thought of.</p>	<p>The data presented have 40% below accuracy.</p> <p>The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.</p>	
Creativity	The insights are discussed in varied and interactive means or presentation (slide decks, graphical representation, images, graphics, text or self-made video); visually attractive to viewers.	The insights are discussed in three (3) multimedia means and interactively presented.	The insights are discussed in two (2) multimedia means and interactively presented	The insights are presented in texts and limited image/s. No evidence of interactive presentation.	The insights are presented in pure text.	
Audience	It is shared to 5 viewers with complete number of feedbacks.	It is shared to 5 viewers with incomplete number of feedbacks	It is shared to 2-4 viewers with complete number of feedbacks	It is shared to 2-4 viewers with incomplete number of feedbacks	Interactive presentation has reached 1 viewer or has no viewer at all.	
Total						
Teacher Feedback:						



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**C. Rubric for Assessing Informative Write-Up Report  
(For Modular Learners with no gadget and connection)**

Criteria	5	4	3	2	1	Rating
Organization	Write-up report follows the correct arrangement of idea. It is easy to understand, follow and clear to read; visually appealing and relevant to the discussed ideas.	Write-up report follows the correct arrangement of idea. It is easy to understand and follow clear to read.	Write-up report follows the correct arrangement of idea. It is easy to understand and follow.	Write-up report is easy to understand, neat and presentable. It is fairly easy to follow.	Write-up report is unorganized, difficult to understand and follow. It is visually unappealing.	
Content	<p>The data presented have 100% accuracy</p> <p>The insights are comprehensively discussed. There is a deep understanding of the idea. The thoughts are reflective and convincing.</p> <p>Statements are supported by experience or related research.</p>	<p>The data presented have 80-99% accuracy.</p> <p>The insights are moderately discussed, understood and reflectively thought of.</p>	<p>The data presented have 60-79% accuracy.</p> <p>The insights are minimally discussed, understood and reflectively thought of.</p>	<p>The data presented have 40-59% accuracy.</p> <p>The insights are unsatisfactorily discussed, understood and reflectively thought of.</p>	<p>The data presented have 40% below accuracy.</p> <p>The ideas presented show no evidence of insights, understanding, or reflective thought about the topic.</p>	
Creativity	The insights are discussed in neat and well-presented through graphical representation, appropriate image (cut-outs or drawn), and texts. The write-up report is visually appealing to the readers.	The insights are presented in varied means.	The insights are presented in texts and limited image/s.	The insights are presented in pure text.	The insights are presented with no creativity at all.	
Audience	It is shared to 5 readers with complete number of feedbacks.	It is shared to 5 readers with incomplete number of feedbacks	It is shared to 2-4 readers with complete number of feedbacks	It is shared to 2-4 readers with incomplete number of feedbacks	Write-up report has reached 1 reader or has no reader at all.	
Total						
Teacher Feedback:						



## Annex E

### Sample Self-Monitoring Tool

Below is a sample self-monitoring tool that teachers can use to both record evidences of learning, and to give feedback to the learners and their parents. Teachers must consider the needs of the learners and modify this sample tool accordingly. For instance, the portion on parents' feedback may be removed for older learners, e.g. for those in Senior High School. (Accomplishment of the Self-Monitoring Tool is **NOT** mandatory, but it is highly recommended to be accomplished to keep track of the academic progress of learners.)

<b>Pangalan ng mag-aaral</b>		<b>Pangalan ng magulang o guardian ng mag-aaral</b>	
<b>Baitang at pangkat</b>		<b>Petsa na sakop ng form</b>	

### A. Para sa mag-aaral

	<b>LUNES</b>	<b>MARTES</b>	<b>MIYERKULES</b>	<b>HUWEBES</b>	<b>BIYERNES</b>	<b>SABADO</b>
1. Anong mga asignatura ang napag-aralan mo ngayon?						
2. Kumusta ka sa mga aralin ngayon? Alin sa mga ito ang madali para sa'yo? Bakit?						
3. May mga gusto ka bang itanong sa iyong guro tungkol sa aralin? Ilista mo dito ang iyong mga tanong.						



**B. Para sa magulang o guardian**

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
1. Nagawa ba ng iyong anak ang kanyang mga gawain sa paaralan ngayong araw?	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa	<input type="checkbox"/> Nagawa ng bata mag-isa <input type="checkbox"/> Nagawa ng bata na may tulong ng iba <input type="checkbox"/> Di-nagawa
2. Kumusta ang pag-aaral ng inyong anak? May mga gusto ka bang iulat o itanong sa kanyang guro? Isulat dito ang iyong mga puna, suhestyon, o tanong.					

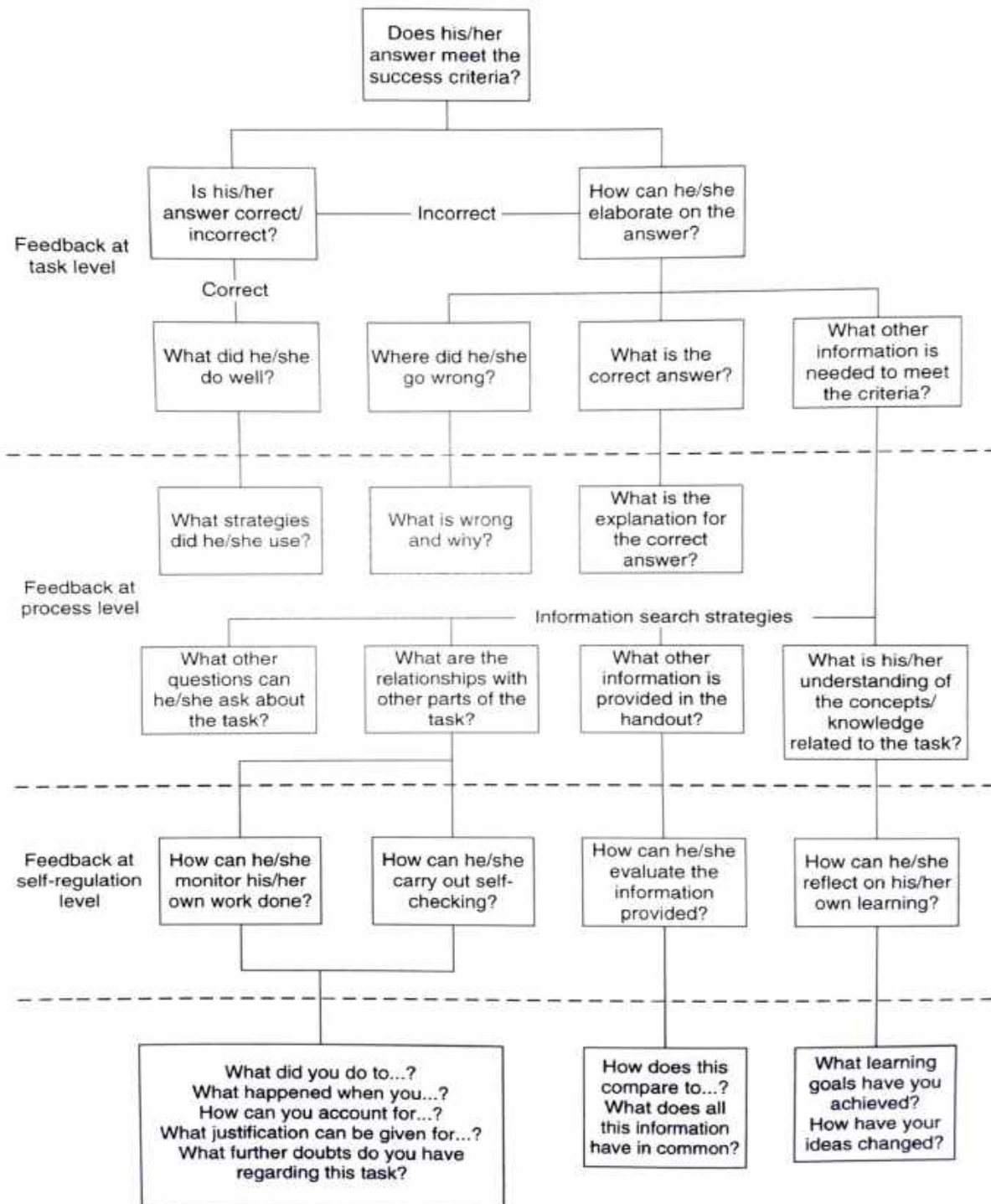
**C. Para sa guro**

**Mga komento at sagot:**



## Annex F

### Three-Level Model of Feedback



Source: Gan, J. (2011). *The effects of prompts and explicit coaching on peer feedback quality*. Unpublished doctoral dissertation. University of Auckland.



## Annex G

Matrix of sample tools organized by low, medium, and high technology

### Assessments for Remote Learning

This strategic intelligence brief on assessments for remote learning maps out relevant technologies ranging from low to high forms of technology that can be used for assessing student learning depending on the person administering the assessment. Because remote learning is more viable in times of emergencies or health outbreaks, learners and their parents or guardians play a larger role in the assessment of learning. Self-administered and parent- or guardian-assisted assessments are more likely in the face of limited teacher interaction and technological difficulties. In this document, assessment resources and specific examples that can be administered by teachers, parents/guardians, and learners are presented. The second part of this document is the mapping of potential assessment resources for the common competencies in the streamlined curriculum (Most Essential Learning Competencies). The resources are broken down into low-, medium-, and high-technologies.

Person administering the assessment	Type of Relevant Assessment Resource		
	Low-Technology	Medium-Technology	High-Technology
Teacher	<ul style="list-style-type: none"> <li>Printed supplemental activities and assessments picked up from school or delivered to homes               <ul style="list-style-type: none"> <li>Flashcards</li> <li>Pop-up books</li> <li>Posters</li> <li>Comics</li> <li>Creative Self-evaluation questions at the end of each topic</li> <li>Multi-colored post-it that represent level of understanding per page of submitted module</li> <li>Rubrics</li> <li>RubiStar <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Bite-sized assessments through SMS               <ul style="list-style-type: none"> <li>Text examples or summaries</li> <li>Photo/drawing</li> <li>Voice memo</li> <li>Self-evaluation questions or reflection questions</li> </ul> </li> <li>Bite-sized comics</li> <li>Radio/TV plug-ins like CDs, DVDs, and USB storage containing all small sized assessments</li> </ul>	<ul style="list-style-type: none"> <li>PDF-format assessments created using an iPad/tablet or laptop or desktop computer through the following apps/software:               <ul style="list-style-type: none"> <li>Word/Pages</li> <li>PowerPoint/Keynote</li> <li>Excel/Numbers</li> <li>iBooks</li> </ul> </li> <li>Formative and summative assessments accessed from Local Online Open Resource (e.g. DepEd Commons)</li> <li>Digital assessments (e-book, video, audio or image format; mixed formative assessment and dynamic media) created through the following sites and tools:               <ul style="list-style-type: none"> <li>Kotobee <a href="https://www.kotobee.com/">https://www.kotobee.com/</a></li> <li>Thinglink <a href="https://www.thinglink.com/">https://www.thinglink.com/</a></li> <li>Buncee <a href="https://app.edu.buncee.com/">https://app.edu.buncee.com/</a></li> <li>EdPuzzle <a href="https://edpuzzle.com/">https://edpuzzle.com/</a></li> </ul> </li> </ul>





	<p>Rubric Maker <a href="https://rubric-maker.com/">https://rubric-maker.com/</a></p> <p>Quick Rubric <a href="https://www.quickrubric.com/">https://www.quickrubric.com/</a></p> <p>Science Rubric Makers <a href="https://www.teach-nology.com/web_tools/rubrics/sciences/">https://www.teach-nology.com/web_tools/rubrics/sciences/</a></p>	<ul style="list-style-type: none"> <li>○ Nearpod <a href="https://nearpod.com/">https://nearpod.com/</a></li> <li>○ Pear Deck <a href="https://www.peardeck.com/">https://www.peardeck.com/</a></li> <li>○ Squigl <a href="https://squiglit.com/">https://squiglit.com/</a></li> <li>○ Photos - camera, scanner, Canva, Skitch, PicCollage, Photo Grid, Photoshop Express, Adobe Lightroom, Snapseed</li> <li>○ Videos or Timelapse - MovieMaker, iMovie, Clips, Adobe Premier, StopMotion, iMotion</li> <li>○ Audio or Podcast - Voice Recorder Lite, Audacity, Voice Memos, GarageBand, Anchor, Podbean</li> </ul> <ul style="list-style-type: none"> <li>• Teacher-created digital assessments distributed through online platforms or LMS's such as: <ul style="list-style-type: none"> <li>○ ClassDojo <a href="https://www.classdojo.com/">https://www.classdojo.com/</a></li> <li>○ Edmodo <a href="https://www.edmodo.com/">https://www.edmodo.com/</a></li> <li>○ Google Classroom <a href="https://classroom.google.com/h">https://classroom.google.com/h</a></li> <li>○ Moodle <a href="https://moodle.org/">https://moodle.org/</a></li> <li>○ Schoology <a href="https://www.schoology.com/">https://www.schoology.com/</a></li> <li>○ Seesaw <a href="https://web.seesaw.me/">https://web.seesaw.me/</a></li> <li>○ Skooler <a href="https://skooler.com/">https://skooler.com/</a></li> <li>○ Youtube <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> <li>○ iTunesU <a href="https://itunesu.itunes.apple.com/">https://itunesu.itunes.apple.com/</a></li> </ul> </li> <li>• Assessments that involve communication skills (e.g., oral report or presentation, speech delivery, direct question-and-answer assessment) can be done in live-video or voice communication through the following platforms: <ul style="list-style-type: none"> <li>○ Dingtalk <a href="https://www.dingtalk.com/en">https://www.dingtalk.com/en</a></li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>○ Hangouts Meet <a href="https://gsuite.google.com/products/meet/">https://gsuite.google.com/products/meet/</a></li> <li>○ Microsoft teams <a href="https://www.microsoft.com/en-us/education/products/teams">https://www.microsoft.com/en-us/education/products/teams</a></li> <li>○ Skype <a href="https://www.skype.com/en/">https://www.skype.com/en/</a></li> <li>○ Viber <a href="https://www.viber.com/en/">https://www.viber.com/en/</a></li> <li>○ Messenger <a href="https://www.messenger.com/">https://www.messenger.com/</a></li> <li>○ Zoom <a href="https://zoom.us/">https://zoom.us/</a></li> <li>○ Miro <a href="https://miro.com/">https://miro.com/</a></li> </ul> <ul style="list-style-type: none"> <li>• Gamified Quizzes: <ul style="list-style-type: none"> <li>○ Kahoot! <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>○ Mentimeter <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li>○ Polleverywhere <a href="https://www.polleverywhere.com/">https://www.polleverywhere.com/</a></li> <li>○ Socrative <a href="https://socrative.com/#play-video/">https://socrative.com/#play-video/</a></li> <li>○ Quizlet <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>○ Quizizz <a href="https://quizizz.com/">https://quizizz.com/</a></li> </ul> </li> <li>• Digital Flashcards: Quizlet, Slides/Keynote/Powerpoint</li> <li>• Digital Teacher-made self-evaluation for students (see Appendix A for samples): <ul style="list-style-type: none"> <li>○ Emoji Worksheet</li> <li>○ Self-Assessment Questions</li> <li>○ Exit Slip</li> <li>○ Lesson Tweet</li> <li>○ RubricScorer App</li> </ul> </li> </ul>
Parent/ Guardian/ Para-teacher	<ul style="list-style-type: none"> <li>• Used learning materials/assessments by older children</li> </ul>	<ul style="list-style-type: none"> <li>• Consult teachers through Text messaging apps, FB messenger, E-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Digital copies of Basic Education Curriculum Guide or MELC's for certain Grade Levels used as a checklist (see sample format in Appendix B)</li> </ul>



	<ul style="list-style-type: none"> <li>• Daily monitoring of children. Avoid questions that would only require yes/no answer. Start with phrase such as ‘Tell me about...’</li> <li>• Printed supplemental activities and assessments <ul style="list-style-type: none"> <li>○ Flashcards</li> <li>○ Pop-up books</li> <li>○ Posters</li> <li>○ Comics</li> <li>○ Printed MELC’s used as a checklist</li> <li>○ Rubrics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bite-sized assessments through SMS <ul style="list-style-type: none"> <li>○ Text examples or summaries</li> <li>○ Photo/drawing</li> <li>○ Voice memo</li> <li>○ Self-evaluation questions or reflection questions</li> </ul> </li> <li>• Bite-sized copies of information for parents</li> <li>• Radio/TV plug-ins like CDs, DVDs, and USB storage containing all small sized assessments</li> <li>• Soft copy of MELCs or Curriculum Guide for certain grade levels to be used as a checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Digital copies of information for parents such as parenting guides for homeschooling (sample: <a href="https://www.k12blueprint.com/sites/default/files/attachments/Intel%20Parents%20Guide%20to%20Remote%20Learning.pdf">https://www.k12blueprint.com/sites/default/files/attachments/Intel%20Parents%20Guide%20to%20Remote%20Learning.pdf</a>)</li> <li>• Free SIM cards coupled with special data plans</li> <li>• Use online recommended resources for parents from DepEd Commons, FB groups, etc. for parents doing home schooling</li> <li>• Home Learning Support: <ul style="list-style-type: none"> <li>○ Firefly Learning <a href="http://www.fireflylearning.com">www.fireflylearning.com</a></li> <li>○ Kaligo Apps <a href="http://www.kaligo-apps.com">www.kaligo-apps.com</a></li> <li>○ Microsoft Family <a href="https://education.microsoft.com/en-us/resource/755e5a8b">https://education.microsoft.com/en-us/resource/755e5a8b</a></li> <li>○ MyTutor <a href="http://www.mytutor.co.uk">www.mytutor.co.uk</a></li> <li>○ Spaghetti Brain <a href="http://www.spaghettibrain.co.uk">www.spaghettibrain.co.uk</a></li> </ul> </li> <li>• Pre-made Gamified Quizzes with Variety of Subjects and Topics to Choose from: <ul style="list-style-type: none"> <li>○ Kahoot! <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>○ Socrative <a href="https://socrative.com/#play-video/">https://socrative.com/#play-video/</a></li> <li>○ Quizlet <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>○ Quizizz <a href="https://quizizz.com/">https://quizizz.com/</a></li> </ul> </li> <li>• Digital Flashcards: Quizlet, Slides/Keynote/Powerpoint</li> </ul>
Learner/Self	<ul style="list-style-type: none"> <li>• Printed self-assessment tools (see Appendix B for samples): <ul style="list-style-type: none"> <li>○ Checklist</li> <li>○ Free rubrics designed for students’ reference <a href="https://rubric-maker.com/">https://rubric-maker.com/</a></li> <li>○ Reflection sheets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• E-journal</li> <li>• Bite-sized assessments through SMS <ul style="list-style-type: none"> <li>○ Text examples, summaries, or checklists</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Massive Open Online Courses (MOOC) with formative and summative assessments: <ul style="list-style-type: none"> <li>○ Coursera <a href="https://www.coursera.org/">https://www.coursera.org/</a></li> <li>○ EdX <a href="https://www.edx.org/">https://www.edx.org/</a></li> <li>○ TED-Ed Earth School <a href="https://ed.ted.com/earth-school">https://ed.ted.com/earth-school</a></li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Photo of a checklist or rubric, or examples of mastery</li> <li>○ Voice memo containing information that allow students to check their understanding (such as checklist or reflection questions)</li> <li>○ Reflection questions</li> <li>• Bite-sized comics</li> <li>• Radio/TV plug-ins like CDs, DVDs, and USB storage containing all small sized assessments</li> </ul>	<ul style="list-style-type: none"> <li>○ Udemy <a href="https://www.udemy.com/">https://www.udemy.com/</a></li> <li>○ ShawAcademy <a href="https://www.shawacademy.com/">https://www.shawacademy.com/</a></li> <li>• Self-directed Learning Content: <ul style="list-style-type: none"> <li>○ British Council <a href="https://learnenglishkids.britishcouncil.org/">https://learnenglishkids.britishcouncil.org/</a></li> <li>○ DepEd Commons <a href="https://commons.deped.gov.ph/">https://commons.deped.gov.ph/</a></li> <li>○ Facebook Get Digital <a href="https://www.facebook.com/fbgetdigital">https://www.facebook.com/fbgetdigital</a></li> <li>○ Khan Academy <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></li> <li>○ Quizlet <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>○ SDG Academy Library <a href="https://sdgacademylibrary.mediaspace.kaltura.com/">https://sdgacademylibrary.mediaspace.kaltura.com/</a></li> <li>○ YouTube <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> </ul> </li> <li>• Online peer critiquing done in live-video or voice communication through the following platforms: <ul style="list-style-type: none"> <li>○ Dingtalk <a href="https://www.dingtalk.com/en">https://www.dingtalk.com/en</a></li> <li>○ Hangouts Meet <a href="https://gsuite.google.com/products/meet/">https://gsuite.google.com/products/meet/</a></li> <li>○ Microsoft teams <a href="https://www.microsoft.com/en-us/education/products/teams">https://www.microsoft.com/en-us/education/products/teams</a></li> <li>○ Skype <a href="https://www.skype.com/en/">https://www.skype.com/en/</a></li> <li>○ Viber <a href="https://www.viber.com/en/">https://www.viber.com/en/</a></li> <li>○ Messenger <a href="https://www.messenger.com/">https://www.messenger.com/</a></li> <li>○ Zoom <a href="https://zoom.us/">https://zoom.us/</a></li> <li>○ Miro <a href="https://miro.com/">https://miro.com/</a></li> </ul> </li> </ul>
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## **Annex H**

### **Guidelines for Teachers in Determining the Appropriate Performance Task for a Learning Standard**

It is strongly suggested that teachers use innovative and suitable techniques in designing and planning performance tasks. The list in Annex B may serve as a guide in choosing or deciding what performance task is most appropriate for a certain learning standard, and it is recommended that teachers conceptualize and contextualize performance tasks depending on the needs and nature of their learners.

The following are the general characteristics of a performance task that is complex, authentic, and appropriate to the learning targets (McTighe et. al., 2020):

1. *It heeds the application of knowledge and skills, and not just recall or recognition of a concept.* A performance task should be an evidence of the learners' understanding and analysis of the lesson.
2. *It is not limited to a single correct answer.* Performance tasks should encourage creativity and individuality among learners and should diminish the notion that there is only one correct way of thinking or there is only one way of solving problems.
3. *It should be contextualized based on real-life problems.* An authentic performance task should mirror realistic conditions where students can pose possible solutions.
4. *It should provide proof of the learners' understanding through transfer.* An appropriate performance task should subject the learners to a new situation where they can apply the concepts they have learned.
5. *It should be multi-faceted or multiprocedural.* Performance tasks should involve multiple steps and standards to evaluate several learning targets.
6. *It should be integrative with other learning areas and with 21<sup>st</sup> century skills.* A good performance task exposes the need of applying knowledge from other learning areas and develop and/or showcase their 21<sup>st</sup> century skills. Meaningful learning is achieved when the learners are assessed in a way that they are encouraged to see how learning areas are interconnected.
7. *It should have a clear and well-established scoring rubrics/guideline with relevant criteria.* An appropriate performance task does not yield to a single correct answer; hence, it should provide a clear description of how learners are graded and evaluated. A well-established scoring tool enables an objective-based evaluation which also gauges varying levels of proficiency.



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## Kindergarten to Grade 10







# **Classroom Assessment Resource Book**

Kindergarten to Grade 10

**Classroom Assessment Resource Book**

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# Classroom Assessment Resource Book

Kindergarten to Grade 10



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# Preface

The **Classroom Assessment Resource Book** was developed by teachers and educators to help you, as teachers, to implement effective classroom assessment practices aligned with DepEd Order No. 8, s. 2015, or Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

The assessment practices outlined in this department order are designed to help you modify and improve your teaching practices to help individual learners improve their learning performance. The K to 12 curriculum is a standards-based curriculum that was designed for all learners to experience success in their learning.

Specifically, this book aims to:

- help you design quality assessment activities using a range of assessment methods;
- provide manageable ways for you to record evidence of learners' achievements;
- offer practical ways of providing constructive feedback to learners;
- guide you in involving learners in the assessment process;
- help you use assessment information to reflect on and improve your teaching practice; and
- reinforce the requirements of DepEd Order No. 8, s. 2015 for reporting learners' progress to parents, guardians, and stakeholders.

## How to Use This Book

You are advised to go through the whole book first and take a quick look at the assessment procedures and samples for your key stage (Kindergarten–Grade 3, Grades 4–6, or Grades 7–10). When you are ready to create some formative assessment materials with your learners, go back to the relevant sections that explain how to go about this and follow the steps given. As with anything new, initially this may take some time and can be quite confusing, but once you become accustomed to using the resource book, both you and your learners will experience the benefits of improved teaching and learning.

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**Teachers, school heads, trainers, and supervisors can also use the resource book as a guide to develop training and professional development programs at the national, regional, division, district, and school levels. Resources included in this book can be used in cascade training and in school-based Learning Action Cells (LACs).**

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Teachers participating in school and division LAC sessions on classroom assessment can use the book to guide them in producing a bank of assessment samples for use in their schools. When these samples have gone through the quality assurance process at the appropriate regional and division DepEd offices, they could be uploaded and published on the Learning Resource Management and Development System (LRMDS) for adaptation and contextualization by other teachers across regions in the Philippines.

## Message from the Secretary

Education has a fundamental role in ensuring individual and societal success. Our **1987 Constitution** guarantees that the state will “establish, maintain, and support a **complete, adequate, and integrated system** of education relevant to the needs of the people and society.”

The **Enhanced Basic Education Act of 2013** aims to ensure that every graduate of basic education will be an “empowered individual who has learned, through a program that is rooted on **sound educational principles** and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, and the ability to coexist in fruitful harmony with local and global communities.” The government is also dedicated towards fulfilling the Sustainable Development Goals established at the Rio+20 Conference, which was held in Rio de Janeiro, in June 2012, and in particular Sustainable Development Goal 4, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN, Transforming Our World: The 2030 Agenda for Sustainable Development, 2015). Providing quality education for all Filipino learners is

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The Enhanced Basic Education Act of 2013 aims to ensure that every graduate of basic education will be an “empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, and the ability to coexist in fruitful harmony with local and global communities.”

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challenging and multifaceted. As a country composed of diverse cultural and social groups, teachers must be skilled and proficient in ensuring that classroom teaching, learning, and assessment processes are inclusive and effective for all learners, regardless of their socioeconomic status, geographical location, learning environment, gender, religion, or ability. Research has shown that a systemized, valid, and reliable approach to classroom assessment, specifically formative assessment, improves the teaching-learning process and supports learners to be successful in their learning.

The practices outlined in this book are designed to support implementation of DepEd Order No. 8, s. 2015, or Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, which promotes effective use of classroom assessment to improve student learning. This **Classroom Assessment Resource Book** provides teachers, principals, and supervisors with theory and practical advice on

classroom assessment that is comprehensive and accessible. This book discusses approaches and types of classroom assessment, assessment methods, activities and criteria, recording methods, and feedback. It also provides guidelines on how to design and implement assessment activities, for the key stages Kindergarten to Grade 3, Grades 4 to 6, and Grades 7 to 10. Assessment samples for each key stage are also included.

I highly commend this book as a resource for all teachers from Kindergarten to Grade 10 in support of the successful implementation of the K to 12 Basic Education Curriculum.

**Leonor M. Briones**  
Secretary, Department of Education



## Introduction to Classroom Assessment

### Background Information and Policy

The K to 12 Basic Education Curriculum is the national curriculum for schools in the Philippines and forms the basis for all teaching and learning activities that teachers plan for learners in their classes. They use the curriculum guides, teacher's guides, learning resources, and their initiative to develop rich learner-centered activities for learners.

The activities enable learners to be actively engaged in their learning, while they develop the knowledge, skills, values, and twenty-first-century skills outlined in the curriculum guides and needed to prepare them for fulfilling lives in a rapidly changing world.

As a teacher committed to delivering exciting lessons with your classes, you are responsible for monitoring the learning progress of all learners in your care and for guiding them to realize their full potential.

You can effectively monitor how your learners learn by understanding the provisions of DepEd Order No. 8, s. 2015. This policy mandates changes in classroom assessment in the Philippines.

### DepEd Order No. 8, s. 2015:

- Highlights the use of formative and summative assessment as part of everyday practice with learners
- Reinforces the links between teaching, learning, and assessment through a stronger focus on formative assessment
- Supports teachers in tracking and measuring learners' progress and in adjusting their instruction accordingly
- Highlights the value of using self- and peer assessment, giving learners greater responsibility over their own learning
- Provides information about the cognitive process dimensions to support learning and assessment at all levels, from basic to complex
- Clarifies concepts and processes related to summative assessment for the key stages of schooling



## Classroom Assessment Defined

DepEd Order No. 8, s. 2015 defines **classroom assessment** as:

the "ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do" (DepEd Order No. 8, s. 2015, page 1).

"an integral part of curriculum implementation that allows teachers to track and measure learners' progress and to adjust their instruction accordingly. It informs the learners, as well as their parents and guardians, of their progress" (DepEd Order No. 8, s. 2015).

The continuing process of classroom assessment aims to help you:

- interpret and evaluate each learner's performance against the curriculum standards and competencies;
- recognize each learner's strengths and areas for improvement;
- give immediate and constructive feedback to learners about what they have done well, areas where they need to improve, and tips on how to improve;
- reflect on the effectiveness of your teaching and make modifications to support the learning of all learners in your care; and
- gather evidence over time of learners' progress against the curriculum standards and competencies for the interviews.

All classroom assessment is based on **criterion-referenced assessment**, or the approach where teachers develop and use specific assessment criteria drawn from the curriculum standards and competencies to evaluate a learner's individual performance.

Assessment criteria clearly state what learners have to demonstrate to be successful in an assessment activity. They are unpacked from the curriculum standards and competencies. The criteria help learners

to understand what they are required to demonstrate in their learning so they can achieve the standards. Sometimes learners work with the teacher to develop the criteria for certain assessment activities.

Unlike norm-referenced assessment, criterion-referenced assessment does not rank learners against each other, but ranks learners against the standards and determines the extent to which they can demonstrate that they have achieved the standards. This means that all learners can achieve success.

## Types of Classroom Assessment

The policy outlines two types of assessment: formative and summative.

**Formative assessment** is known as assessment for learning because it helps to improve the learning of all learners while they learn. Learners also develop an understanding of what is involved in their learning and how to take responsibility for improving it.

**Summative assessment** is known as assessment of learning as it summarizes learning that has occurred over a period of time for all learners. It is administered at the end of a block of learning to measure the extent learners have mastered the content and performance standards; the results of summative assessment are used as the basis for computing grades.



**Table 1.1** Differences between Formative and Summative Assessment

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<b>PURPOSES</b>	
<p>Monitors and improves learning</p> <p>Monitors and improves the effectiveness of teaching</p> <p>Not used for grading purposes in the Philippines</p>	<p>Evaluates and summarizes learning at the end of a period of learning in relation to the curriculum standards effectiveness of teaching and competencies</p> <p>Is graded and recorded and forms part of the learners' final grades for school reports in the Philippines</p>
<b>TIMING</b>	
<p>May occur before, during, or after a lesson<sup>1</sup></p> <p>Occurs at appropriate stages in the learning process</p> <p>Occurs while the learners are learning</p>	<p>Is completed at the end of a period of learning such as at the end of a topic, quarter, semester, or year</p>
<b>FEATURES</b>	
<p>Informs teachers of learners' progress:</p> <ul style="list-style-type: none"> <li>• who needs help and where they need help</li> <li>• who is making satisfactory progress</li> </ul> <p>Enables teachers to give constructive feedback to learners on:</p> <ul style="list-style-type: none"> <li>• what they are doing well</li> <li>• areas for improvement</li> <li>• how to improve in these areas</li> </ul>	<p>Provides a summary of what has been learned</p> <p>Provides information about learners' progress to:</p> <ul style="list-style-type: none"> <li>• the learners</li> <li>• the learners' parents and/or guardians</li> <li>• other stakeholders such as higher education institutions and employers</li> </ul>

<sup>1</sup> Assessment conducted before, during, and after lessons is often informal formative assessment, where teachers monitor learners' understanding and progress to date. It would be unrealistic and not a good practice to conduct formal formative assessment at all stages of a lesson. Formal formative assessment is conducted after learners have had some time to process their understanding of new concepts and practice new skills.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>Guides teachers on how to modify their teaching to meet the individual needs of all learners</p> <p>Can be used to assess individual or collaborative activities</p> <p><i>Self- and peer assessment:</i></p> <p>Allows learners to use explicit assessment criteria to assess their own work and that of their peers</p> <p>Enables learners to reflect on their own learning and take responsibility for improving it</p> <p>Encourages learners to give explicit constructive feedback to peers to help them improve their learning</p> <p>Is not used for summative purposes</p>	<p>Measures the extent to which learners have achieved the content and performance standards and competencies</p> <p>Is recorded formally and used to report the learners' progress to their parents and/or guardians</p> <p>Assesses individual achievements</p>

Formative assessment can either be formal or informal. Note in Table 1.2 the differences between formal and informal formative assessment as indicated in the 2016 research of the Assessment, Curriculum and Technology Research Centre (ACTRC) based at the University of the Philippines. This resource book focuses on formal formative assessment.

**Table 1.2** Differences between Formal and Informal Assessment

FORMATIVE ASSESSMENT	
FORMAL	INFORMAL
<p>Involves collecting evidence of learners' capacity, taking time to interpret data, and incorporating the action plan into a lesson</p>	<p>Happens during conversations and discussions with learners</p> <p>Requires on-the-spot modification of instruction for lessons which teachers may identify as necessary based on the collected learners' data</p>

Reproduced by permission from Louie Cagasan Jr., Rebekah Luo, Pam Robertson, and Esther Care (2016). **Formative Assessment Research Phase 2** (Manila, Philippines). ACTRC © 2016, adapted from Yorke (2003) and Ruiz-Primo & Furtak (2007).

## Principles of Effective Assessment

All classroom assessment activities, whether formative or summative, should comply with the following broad principles to make them fair and clear for all learners.

1. **Assessment must align with the curriculum and relate directly to the content and performance standards and competencies.**

Assessment should focus on tracking learners' progress in relation to the content and performance standards in the curriculum, along with development of twenty-first-century skills.

2. **Assessment must be valid.**

Assessment should assess what the learners actually learn in the classroom. Validity ensures that the assessment activities and assessment criteria accurately measure the extent to which learners develop the required competencies and meet the standards for their grade level.

3. **Assessment must be reliable and consistent.**

Reliable assessment requires that clear and consistent processes be followed in developing assessment activities. This is to ensure that if you repeat an assessment activity with the same learners, or conduct it at another time, or if another teacher conducts the same activity with different learners, you should still get the same result.

4. **Assessment must be fair and inclusive.**

Assessment activities should consider the learners' race, gender, learning needs, learning style, language of learning, abilities/disabilities, cultural background, and socioeconomic status. They must never exclude, take advantage of, or disadvantage any individual or group of learners.

5. **Assessment must be manageable for both learners and teachers**

Learners need time to process new knowledge and practice new skills. This means that assessments should be developed and implemented at appropriate times in the learning process. Assessment must be manageable for teachers, even in large classes, so that evidence

of new learning is gathered over time and in diverse ways.

6. **Assessment must give learners a range of ways to demonstrate their achievements.**

Teachers must use a range of assessment methods and activities to give learners many opportunities to demonstrate their learning on the knowledge, understanding, skills, and values defined in the curriculum.

7. **Assessment must be part of a transparent ongoing process where learners' progress is monitored over time.**

Teachers use assessment criteria that are based on the curriculum standards and competencies to gather evidence of learners' achievements over time. These criteria should be clear to the learners as they learn and before they carry out the assessment activities.

8. **Teachers and learners must use feedback effectively to improve learning and reflect on the teaching and learning process.**

Teachers give ongoing and explicit feedback to learners throughout the learning and assessment process, telling them what they have done well, where they need to improve, and how to improve. Teachers also use assessment data to reflect on, modify, and improve their teaching practice.

## Inclusive Assessment

The principles of effective assessment stress that assessment should be inclusive and fair for all learners in a class. For education to be inclusive, every learner must be in school or have access to education through an alternative delivery mode.

Schools, learning environments, classrooms, programs, and activities should be developed and designed so that all learners can attend school, learn with others, and participate in school activities. Learners (including Muslim learners in the Madrasah Education system), must feel that they can participate fully in and contribute to all aspects of school life.

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The Philippine Government is a signatory to the UN Convention on the Rights of Persons with Disabilities. Article 24, Point 2b of the Convention states: “Persons with disabilities can access an inclusive, quality, and free primary education and secondary education on an equal basis with others in the communities in which they live.”

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The following DepEd orders support the concept of inclusive education.

- DepEd Order No. 62, s. 2011 (Adopting the National Indigenous Peoples Education Policy Framework)
- DepEd Order No. 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture)
- DepEd Order No. 32, s. 2015 (Adopting the Indigenous Peoples' Education Framework)
- DepEd Order No. 72, s. 2009 (Inclusive Education as Strategy for Increasing Participation Rate of Children)
- DepEd Order No. 32, s. 2013 reiterating DECS Order No. 53, s. 2001 (Strengthening the Protection of Religious Rights of Learners)
- DepEd Order No. 51, s. 2004 (Standard Curriculum for Elementary Public School and Private Madaris)
- DepEd Order No. 77, s. 2011 (Moving the Disability Agenda Forward)

## Inclusive Assessment Activities

Every class in the Philippines is diverse because each learner is unique. It is important that you recognize that all learners in your class have the capacity to learn. You bring this out in your learners by the way you interact with them. For example, in your class you may have individuals or groups of learners who are members of Indigenous Peoples' communities, have disabilities, come from various parts of the Philippines, speak different mother tongue languages, come from low socioeconomic backgrounds, have various religious affiliations, or come from remote areas. In some large urban schools, you may have classes that include many of these learner types. Some of you may also teach a diverse group of learners through alternative delivery modes.

It is your responsibility as a teacher to ensure that your teaching, learning, and assessment practices support successful learning for these learners. Table 1.3 gives some practical tips to help you design inclusive assessment activities.

**Table 1.3** Strategies for Inclusivity of Classroom Assessment

TIPS TO MAKE ASSESSMENT INCLUSIVE OF GENDER	TIPS TO MAKE ASSESSMENT INCLUSIVE OF LEARNERS WITH DISABILITIES
<p>Use a range of assessment activities and ways for girls and boys to demonstrate their learning.</p> <p>Vary assessment activities across physical and socioemotional dimensions of learning.</p> <p>Monitor and rotate leadership roles and ensure equal gender distribution in groups for collaborative assessment activities.</p> <p>Encourage learners to use gender-inclusive language in their written work and performance tasks.</p> <p>Check that visual materials and assessment activities do not reinforce gender stereotypes.</p> <p>In tests use a range of test items such as multiple choice,<sup>2</sup> matching, short answer, problem solving, open-ended questions, and items that require extended answers.</p> <p>Use a range of competitive and collaborative assessment activities.<sup>3</sup></p>	<p>Modify the way you present assessments to suit your learners.</p> <ul style="list-style-type: none"> <li>• Set the activities in braille and large print.</li> <li>• Make magnifying glasses available to learners.</li> <li>• Read the assessment out loud to learners.</li> <li>• Use 3D diagrams and manipulative objects such as shape blocks, real coins, and abacuses.</li> <li>• Use sign language, computerized screen readers of text, and audio amplification as learning aids.</li> </ul> <p>Allow learners to choose ways to demonstrate their learning.</p> <ul style="list-style-type: none"> <li>• Use a braille writer.</li> <li>• Use organizational devices such as calculators, spell-checkers, and dictionaries.</li> <li>• Use a scribe, a computer, or other device to help learners write answers to questions.</li> </ul> <p>Prepare the environment.</p> <ul style="list-style-type: none"> <li>• Administer assessments in a separate place to minimize distraction.</li> <li>• Provide headphones to buffer noise.</li> <li>• Adjust lighting in the room.</li> </ul> <p>Provide enough time.</p> <ul style="list-style-type: none"> <li>• Extend time for learners to complete an assessment.</li> <li>• Allow multiple or frequent breaks.</li> <li>• Carry out assessment activities over several days.</li> </ul>
TIPS TO MAKE ASSESSMENT INCLUSIVE OF INDIGENOUS PEOPLES	<p><sup>2</sup> Research shows that multiple choice test items favor boys, as girls are not encouraged to explore risk-taking behaviors and often do not venture a guess on a multiple-choice test, even if they are not penalized for incorrect answers (Kahle, 2004).</p> <p><sup>3</sup> Teachers must learn to use assessment methods that incorporate both competition and cooperation (Geist and King, 2008). They should create both individual and group projects for learners. They must also encourage physical exploration, since many boys are kinesthetic learners (Geist and King, 2008).</p>







## Assessment and Recording Methods

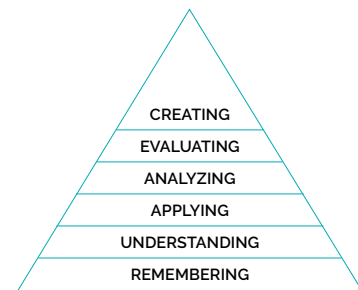
### Assessment Methods

**Assessment methods** are the ways you gather evidence of a learner's progress over time. The four assessment methods commonly used to find out what learners know and understand (knowledge) and what they can do (skills) are:

- **Observation:** Teachers make formal and informal observations of the learners' performance or behaviors based on assessment criteria.
- **Talking to learners:** Teachers talk to and question learners to gain insights on their understanding and progress and to clarify their thinking; often referred to as **conferencing**.
- **Analyses of learners' products:** Teachers judge the quality of products created by learners according to agreed-upon criteria.
- **Tests:** Teachers set quizzes to determine learners' ability to demonstrate mastery of a skill or knowledge and understanding of content.

Teachers should use a range of assessment methods for learners to demonstrate their learning. Relying simply on tests is not fair to all learners as this can unintentionally emphasize simple recall of information rather than challenge learners to use the cognitive processes based on the revised **Bloom's Taxonomy** (see Figure 2.1), and outlined in DepEd Order No. 8, s. 2015.

For some assessment, you may use a combination of methods. For example, during a hands-on math



**Figure 2.1** Bloom's Taxonomy - Revised  
(Anderson & Krathwol, 2001)

activity, you may observe some learners performing the activity and record evidence of their learning. For the same activity, you may talk to learners and ask them about why and how they performed the activity tasks.

Table 2.1 presents some assessment methods and gives examples of activities that could be assessed using each method. The list is not exhaustive so be creative in planning how you can apply the methods to assessment activities for your learners.

**When deciding on the assessment method to use, consider these questions:**

- What are you assessing: knowledge, skills, or both?
- Which assessment method would best allow your learners to demonstrate what they have learned?
- Which method would make it easy for you to gather evidence of your learners' progress over time?



**Table 2.1** Assessment Methods

FEATURES	EXAMPLES OF WHEN TO USE THE METHOD
<b>OBSERVATION</b>	
<p>Spontaneous or planned</p> <p>Formal or informal</p> <p>Done before, during, or after a lesson</p> <p>Done by the teacher and by others such as peers, adults, or community members</p> <p>Used to assess individuals or groups of learners</p>	<p>Performance tasks such as oral presentations, role-plays, and dances</p> <p>Development of skills such as those used in reading and oral language, physical education, and technical and vocational activities</p> <p>Behaviors such as collaborative skills, study and work habits, and social skills</p>
<b>TALKING TO LEARNERS OR CONFERENCING</b>	
<p>Spontaneous or planned</p> <p>Formal or informal</p> <p>Done before, during, or after a lesson</p> <p>Encourages individual learners to talk about their learning as they answer open-ended and thought-provoking questions like:</p> <ul style="list-style-type: none"> <li>• What do you think. . . ?</li> <li>• Tell me why. . .</li> <li>• What do you plan to do next. . . ?</li> <li>• What do you mean by this. . . ?</li> <li>• Is there another way you could do this?</li> <li>• Can you tell me more?</li> <li>• Do you have other questions?</li> </ul>	<p>Play-based activities in the early years</p> <p>Essays or written activities</p> <p>Hands-on math or science activities</p> <p>Performance tasks</p> <p>Skills development</p>

FEATURES	EXAMPLES OF WHEN TO USE THE METHOD
<b>ANALYSIS OF LEARNERS' PRODUCTS</b>	
<p>Planned formal assessment</p> <p>Usually done during and after a lesson (not in every lesson but at appropriate times during the learning process)</p> <p>Used to assess learners' products, projects, and artworks using assessment criteria drawn from the standards and competencies</p> <p>Used for formative and summative assessment</p>	<p>Essays and written tasks for all learning areas</p> <p>Worksheets</p> <p>Projects</p> <p>Models</p> <p>Artworks</p> <p>Multimedia presentations</p>
<b>TESTS</b>	
<p>Usually planned and formal assessment</p> <p>Done before, during, or after a lesson</p> <p>In oral, written, or practical form</p> <p>Can include many test item types (e.g., multiple choice, true/false, matching, extended writing)</p> <p>Used to test not just recall but also higher cognitive domains</p> <p>Used for formative and summative assessment</p>	<p>Content tests and quizzes in all learning areas</p> <p>Levels of skills development</p> <p>Application of knowledge and skills</p>

## Recording Methods

As you assess you should record evidence of how well each learner has demonstrated each criterion. You can record evidence of your learners' achievements in these ways:

### 1. Class checklists

These outline the assessment activity and criteria and list all the learners' names. Use simple coding systems to record how well each learner performs on each criterion. Leave spaces in the checklists for comments.

### 2. Class grids

These allow you to record evidence over time. To make a class grid, simply divide a large sheet of paper into rectangles to make boxes. Write the assessment activity and criteria in the top left box. Allocate one box for each learner. Record your observation notes about each learner in his/her box and indicate the date for each note. Keep the record over a series of lessons. You may fold the sheet in half and paste it into an exercise book.

To keep the recording manageable, focus on a few learners each day. This will enable you to give attention to all learners in your class.

### 3. Formal and informal anecdotal records

These are objective narrative records of learners' performance, strengths, needs, progress, and behavior. In a notebook or journal, assign a page for each learner in your class. Write the narratives about a learner on his/her page. Leave the notebook or journal and the class grids on your desk so you can write in it your observations on learners' significant learning or behavior.

### 4. Portfolios

These are collections of learners' works that show their efforts, achievements, and progress. Learners can use large scrapbooks<sup>4</sup> as portfolios in which to paste their work. They may also use plastic clear books in which to insert their work. Using clear books allows learners to change their collection as their work improves or as they expand the scope of their work. Make sure, though, to keep older samples to show improvements in the learners' work.

Portfolios are useful tools to use during parent/teacher interviews, when learners can show their work to their parents or guardians. You can also send portfolios home regularly for parents to give encouraging comments to their children. Insert a page at the front for positive comments from parents/guardians.

### 5. Visual and audio records

Audiorecordings, photographs, and video footages record details that can be seen and heard and provide a reliable and lasting record of achievements. Photographs can be included in portfolios or stored electronically. If used for purposes other than individual assessment, get permission from learners and parents to do this to ensure privacy and child protection.

### 6. Class records

These are collections of marks or percentages recorded for each learner to indicate the extent of the learners' performance in a class. These records tend to be used more for summative assessment.

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<sup>4</sup> Scrapbooks are more appropriate for elementary learners and clear books work well with secondary learners as they take responsibility for updating and managing their portfolios themselves.

**Table 2.2** Assessment Methods and Activities with Corresponding Recording Methods

SAMPLE ASSESSMENT ACTIVITIES	RECORDING METHODS	SAMPLE ASSESSMENT ACTIVITIES	RECORDING METHODS
<b>OBSERVATION</b>		<b>ANALYSIS OF LEARNERS' PRODUCTS</b>	
Investigative activities	Anecdotal records	Worksheets for all learning areas	Class checklists
Role-plays	Class checklists	Essays	Portfolios
Oral presentations	Class grids	Concept maps/graphic organizers	Class records
Dances	Audiorecordings, photographs, video footages	Projects	Teacher comments on learners' works
Musical performances		Models	Photographs and teacher comments
Skills demonstrations		Artworks	
Group activities (e.g., choral reading)		Multimedia presentations	
Debates		Products made in technical-vocational learning areas	
Motor and psychomotor games			
Simulation activities			
Science experiments			
<b>TALKING TO LEARNERS OR CONFERENCING</b>		<b>TESTS</b>	
Hands-on math activities	Class checklists	Skills performance tests	Class checklists
Written work and essays	Class grids	Practicum	Portfolios
Picture analyses	Anecdotal records	Pen-and-paper tests	Class records
Discussions using comic strips		Pre- and posttests	
Story trails		Diagnostic tests	
Panel discussions		Oral tests	
Interviews			
Think-pair-share activities			
Reading			



# Feedback

Research shows that one of the most influential factors in improving learning is for learners to receive clear and specific feedback while they are learning.

Imagine yourself learning a new skill such as playing the guitar. You expect your teacher to guide you at every step and to clearly explain what you should do, encourage you when you do well, point out your mistakes, then show you how to correct them. If your teacher does not do these, then you may get discouraged from playing the guitar or end up playing it the wrong way.

The same applies with learning that occurs in schools. Teachers use the assessment criteria and evidence from completed record sheets to give learners immediate and explicit feedback. They can give feedback either verbally or in written form. Your feedback will make an enormous difference towards improving your learners' performance in class.

Feedback can also come from the other learners, who can give explicit feedback using assessment criteria for their peer-assessment activities. For learners in indigenous communities, elders can give feedback to learners as the latter learn traditional skills and knowledge.

## Following are some guidelines on giving effective feedback:

- Give feedback as soon as possible after an assessment activity.
- Provide specific oral or written constructive feedback directly related to a learner's performance.
- Provide feedback that identifies a learner's strengths.
- Highlight areas for improvement.
- Give hints on how to improve.
- Help learners give feedback to their peers using assessment criteria and rubrics during peer-assessment activities.
- Provide learners with opportunities for self-reflection in self-assessment activities.
- Use words that communicate respect to the learners and their works.

Table 2.3 Types of Feedback and Corresponding Feedback Techniques

FEEDBACK TECHNIQUES
<b>ORAL FEEDBACK</b>
Give interactive feedback by talking with the individual learner about his/her performance.
Give class feedback by giving details of common strengths or areas for improvement.
If the issue is "how to perform" a certain skill, explain or model it again and give examples.
Provide informal coaching as you walk around and observe learners at work.
<b>WRITTEN FEEDBACK</b>
Give descriptive feedback related to the assessment criteria.
Use words that describe what is done well in the work.
Use words to suggest improvement and say how to improve.
<b>PEER-ASSESSMENT FEEDBACK</b>
Ask: <ul style="list-style-type: none"><li>• Does the work or performance meet the criteria?</li><li>• What was done well?</li><li>• What can be done to improve the work or performance?</li></ul> Use rubrics to help learners decide the quality of the work or performance.
<b>SELF-ASSESSMENT FEEDBACK</b>
Explain the assessment criteria so learners clearly understand the skills or knowledge that they are going to demonstrate.
Help learners compare their work with the assessment criteria.
Help learners to use checklists or sentence beginnings to judge their own work.
Teach learners how to be explicit in their self-assessment comments.



# Assessment Activity

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## Rubrics

**Rubrics** are useful tools that help teachers make consistent judgements about the quality of learners' work.

A **rubric** is a scoring guide usually presented in graphic format, typically as a grid. It defines what is expected in a learning situation. It gives meaning to learners' level of performance on authentic assessment tasks, which include free-response questions, science and math investigations, survey and interview reports, oral or slide presentations, essays, reflections, journals, article reviews or reactions, and performance tests or skills demonstration.

Rubrics are usually shared with learners to give them an opportunity to discuss the criteria to be used for an activity before they perform it. Each level of performance in a rubric has a criterion or description and allows for objective scoring of summative and formative assessments. The result can be used to provide feedback to learners.

### Rubrics answer three questions:

1. What do we want learners to know and be able to do?
2. How well do we want learners to know and be able to apply or use a skill in a concept?
3. How will teachers and other scorers know when a learner knows a concept and does an activity well?

## Measuring Learners' Performance

As you assess you should record evidence of how well each learner has demonstrated each criterion. You can record evidence of your learners' achievements in two ways.

Qualitatively, learners' performance can be described using the following rating scales or levels:

- Proficient — Adequate — Limited
- Exemplary — Good — Satisfactory — Needs improvement
- Distinguished — Proficient — Apprentice — Novice
- Fully correct answer — Partially correct answer — Wrong answer — No answer (usually used for open-ended questions)

Quantitatively, a numerical scale (e.g., 2-1-0, 3-2-1-0, or 4-3-2-1-0) is used to describe levels of performance. It may also be used as points (e.g., 10-6-3-1) to represent weights assigned to specific aspects of a learner's work.

Quantitative measures can be combined with qualitative measures using a range of points.

### Example:

8-10	Exemplary
4-7	Satisfactory
Below 3	Needs improvement

Advantages of Using Rubrics

For learners, a rubric defines the often “mysterious grade” at the end of a unit, project, paper, or presentation. It also gives insights and directions about what is important about an activity.

For teachers, rubrics

- allow assessment to be more objective and consistent because the criteria are in specific terms;
- clearly show learners how their work will be evaluated and what they can expect from this;
- promote learners' awareness of the criteria to use in assessing their peers' performance;
- provide useful feedback regarding the effectiveness of instruction; and
- provide benchmarks against which to measure and document progress.

Types of Rubrics

The two predominant types of rubrics are compared below.

Table 3.1 Rubric Types

HOLISTIC	ANALYTICAL
Emphasizes the relation between parts and wholes	Whole output broken up or separated in parts and scored accordingly
Assesses learners' work as a whole, using the criteria Proficient — Adequate — Limited to describe the whole output based on analyses of parts	Assesses components of a finished product
Does not list separate levels of performance for each criterion	Articulates levels of performance for each criterion
Provides a single overall score but does not communicate information about what learners are to do to improve	Gives diagnostic information to the teacher and formative feedback to learners

Table 3.2 Analytical Rubric for an Investigatory Project

EXCELLENT	SATISFACTORY	FAIR	POOR
PROBLEM STATEMENT			
Stated specifically	Stated in general terms	Not clearly stated	Not stated
HYPOTHESIS			
Directly states association between problem and predicted results; with rationale	States association between problem and predicted results but with no scientific basis for the results	Does not clearly state association	No hypothesis
DESIGN AND MATERIALS			
Thorough and appropriate to the problem; with complete list of materials; with dependent (DV) and independent variables (IV) identified; procedure replicable	Lacks a few minor details; with complete list of materials; with DV and IV not identified; procedure not described in detail	Missing major details: with IV not identified; description of what to do with IV not stated; without control setup	Not appropriate to the problem
COLLECTION, INTERPRETATION, AND ANALYSIS OF DATA			
Thorough collection: all significant data measured; with accurate interpretation of results	Complete data but analysis inadequate	Missing major portions of data; with analysis not based on observations	Design is wrong; data collected also wrong hence not useful; with wrong analysis
CONCLUSION			
Stated directly; accepts or rejects the hypothesis	Related to hypothesis but not directly stated	Too general	Not warranted by data analysis

Refer to the assessment samples in Part 6 of this book for examples of rubrics.



Note that the same rating scale labels may be used in a holistic rubric but applied to various key dimensions or aspects separately rather than as an integrated judgement. This separate specification means that on one dimension the work could be excellent, but on one or more other dimensions the work might be poor to average.

— **Table 3.3** Holistic Rubric for an Investigatory Project —  
(by Criteria/Dimensions)

RATING SCALE	CRITERION/DESCRIPTION
<b>PROFICIENT (ACCEPTED AS IS)</b>	
10	<p>Problem is specific; hypothesis and procedure relate to the problem.</p> <p>Collection and analysis of data are thorough.</p> <p>Findings agree with the data collected.</p> <p>Generalizations/conclusions are based on the collected evidence.</p> <p>Has minor inaccuracies but these do not affect the quality of the report.</p>
<b>ADEQUATE (ACCEPTED WITH REVISION)</b>	
6	<p>Problem is specific; hypothesis and procedure relate to the problem.</p> <p>Collection and analysis of data may not be thorough.</p> <p>Analysis has a few overlooked areas that affect its quality.</p> <p>Generalizations/conclusions are not fully supported by the findings.</p>
<b>LIMITED (REQUIRES MAJOR REVISIONS FOR ANOTHER REVIEW OR REJECT)</b>	
3	<p>Has a specific problem; has a hypothesis or a broad problem and broad hypothesis.</p> <p>Data collection is not sufficient.</p> <p>Analyses of results are inaccurate.</p> <p>Generalizations/conclusions are based on inaccurate data/results or are not based on findings.</p>

The following example is an analytical rubric for an open-ended question (a released TIMSS-1999 item):

<b>Question:</b> During a storm, Nancy noticed that she always heard thunder shortly after she saw a flash of lighting. Explain why there is a difference in time between seeing lightning and hearing thunder.		
LEVEL OF PERFORMANCE	CRITERIA	SAMPLE ANSWER
4 Excellent response	Response includes the fact that light travels faster than sound; makes the connection with lightning and thunder.	Light is faster than sound. You can see the lightning bolt before sound reaches you.
3 Adequate response	Response only mentions the fact that light is faster than sound; does not relate the concept of hearing and seeing.	Sound travels slower than light.
2 Incorrect response	Response is scientifically incorrect.	Sound is faster than light.
1 Too brief to evaluate	The question or parts of the ... question restated.	Thunder follows lightning.
0 No basis	No answer or answer is erased.	-----

## Rubrics Construction

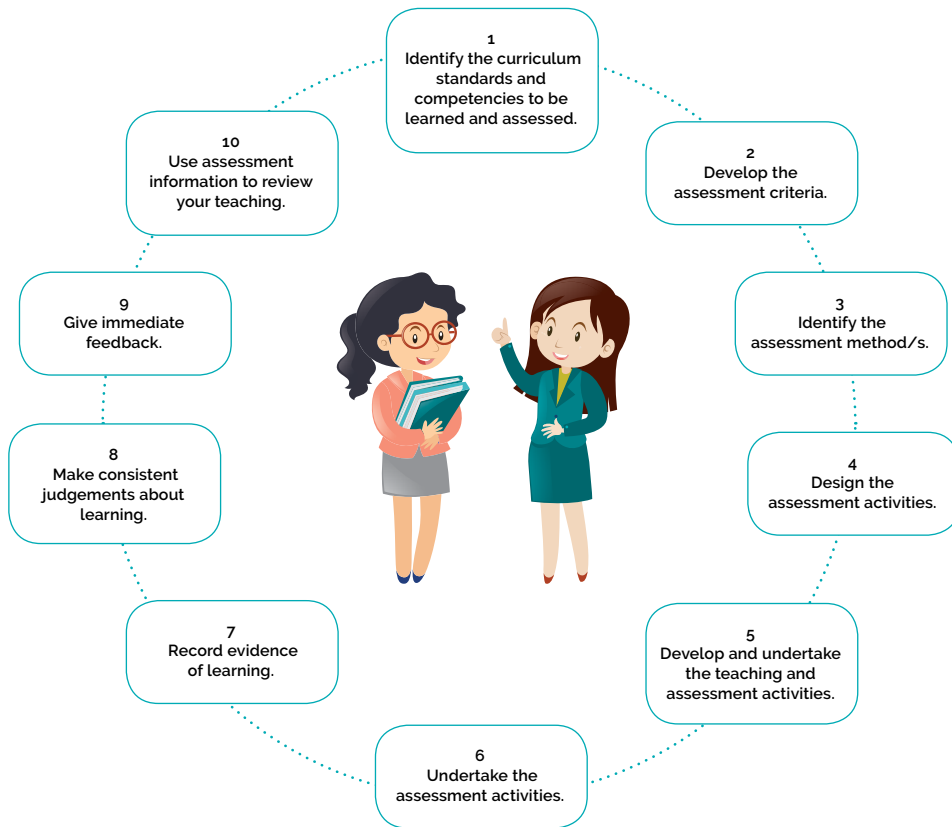
Many of you are already skilled in developing and using rubrics to assess and give feedback on your learners' work. Check that you observe the following steps in constructing rubrics:

1. Determine learning outcomes. Are you assessing processes or products?
2. Decide on the structure of the rubric. Is it holistic or analytical?
3. Identify levels of performance or aspects of the product that reflect the learning outcomes.
4. Weigh the dimensions in proportion to their importance.
5. Determine the range of points to be allocated to each level of performance.





## The Teaching, Learning, and Assessment Process



**Figure 4.1** The Teaching, Learning, and Assessment Process

In an effective learning environment, teaching, learning, and assessment are closely linked. This means that assessment is integrated with learners' day-to-day learning experiences and involves the daily interaction between the teacher and learners. It includes observations, individual and group conversations, written and performance tasks, and provision of constructive feedback.

The diagram in Figure 4.1 gives an overview of how these aspects are interrelated in the teaching, learning, and assessment process. Learners are at the center of this process and you should actively engage them in their learning.

Developing and Administering Formative Assessment Activities

You can design formative assessment activities to assess and improve the learning of your learners. Follow the steps below to develop the activities.

**Step 1:**  
Identify the curriculum standards and competencies to be learned and assessed.

Identify the standards and competencies to be learned and assessed. Try to cluster a few competencies that link together, develop a block of lesson plans to teach them in a holistic, integrated way, and assess them with just one assessment activity.

Example for Grade 3 English
<b>Standards</b> <ul style="list-style-type: none"><li>Domains: Writing and composition; grammar</li><li>Content standard: Learner demonstrates understanding of sentences and paragraphs in expressing ideas.</li><li>Performance standard: Learner composes three- to five-sentence paragraphs.</li></ul> <b>Competencies</b> <ul style="list-style-type: none"><li>EN3WC-la-j7 Write descriptive paragraphs</li><li>EN3G-la-1.1 Distinguish sentences from nonsentences</li><li>EN3G-ld-1.6 Use appropriate punctuation marks (e.g., period, comma, question mark, exclamation point)</li><li>EN3G-le-2.4 Use nouns (e.g., names of people, animals, places, things, events) in simple sentences</li><li>EN3G-lllfg-5.3.1 Use descriptive adjectives</li></ul>

Note that when you unpack the competencies, sometimes you need to expand or break down the knowledge and skills in them while sometimes you have to infer these knowledge or skills.

**Step 2:**  
Develop the assessment criteria.

Analyze the competencies to be assessed and unpack or expand them, showing your assessment criteria, or the knowledge and skills that learners will need to demonstrate. The criteria will help to guide the learners in carrying out the teaching and learning activities prior to the assessment. Use them as a basis for judging the standard of learners' work in the assessment activity.

Sometimes you can negotiate these criteria with your learners and develop them together. Write the criteria in language learners will understand.

Example	
Assessment Criteria	
Knowledge	Skills
Learners know and understand that: <ul style="list-style-type: none"><li>1. a paragraph is a group of sentences based on a common idea;</li><li>2. a descriptive paragraph gives details about a topic; and</li><li>3. adjectives are words used to describe nouns.</li></ul>	Learners are able to: <ul style="list-style-type: none"><li>1. link three to five sentences about a common idea in a paragraph;</li><li>2. write correctly constructed sentences;</li><li>3. use periods and capital letters correctly;</li><li>4. spell familiar words correctly; and</li><li>5. use adjectives to match the nouns and describe the topic.</li></ul>

At the start of the block of learning go through the assessment criteria with your learners. Discuss and explain what each criterion means. Write the criteria on a chart in your room while learners are developing the knowledge and skills. Keep referring to the chart while the learners are learning.

**Step 3:**  
Identify the assessment method/s that will give learners the best chance to demonstrate their learning.

Identify which assessment method will give learners the best chance to demonstrate their learning. Is it observation, talking to learners, analyzing the product they make, or a test?

### Example

For the English 3 assessment activity in steps 1 and 2, a written task would be the best way for learners to demonstrate their learning in the domains of writing and composition and grammar. You could then use analysis of learners' products as your assessment method. You would be assessing the written output as the product, specifically the descriptive paragraphs that the learners write.

#### Step 4:

##### Design the assessment activities.

Develop assessment activities to assess the learners' knowledge and skills. What task or tasks will you ask learners to do to demonstrate their learning? Remember an activity does not always have to be a test or written task.

### Example

Use periods and capital letters in sentences that describe one of the following:

Your best friend

Your favorite place

Your pet

Your favorite toy

Sometimes it is interesting to give learners a choice in how they demonstrate their learning. For the activity in the example, instead of writing their sentences on paper, some learners might prefer to prepare a diagram or model with captions using periods and capital letters. Others may come up with a slide presentation to show the use of the periods and capital letters. The important thing is that learners can fully show what they know, understand, and can do. A way to manage this is by learners agreeing with you on how they plan to demonstrate their learning.

#### Step 5:

##### Develop and undertake the teaching and learning activities.

Plan learner-centered activities and explicit teaching designed to help learners develop the required competencies.

### Example

- Read stories with detailed descriptions. Talk about the paragraphs in the text and explain how each paragraph is focused on one main idea. Show how the sentences in a paragraph are grouped together, with spaces in between paragraphs.
- Identify adjectives in the stories.
- Practice using the same adjectives in sentences. Read the sentences with a partner or in small groups.
- Play games to match adjectives with nouns.
- Make word walls of adjectives and nouns.
- Use descriptive words in your spelling list for a week. Ask learners to add up to five nouns or adjectives of their own to the list.
- Practice writing sentences using adjectives.
- Model correct sentence structure and punctuation in paragraphs.
- Practice correcting incorrect sentences and inserting correct punctuation.
- Practice writing paragraphs to describe different objects.

You may also refer to the relevant teachers' guide, learning resources, supplementary resources, the DepEd Learning Resource Materials Development System (LRMDS), and other internet resources for suitable activities.

Document the activities in your Detailed Lesson Plans (DLPs) or Daily Lesson Logs (DLLs). Engage learners in the learning and give them a chance to consolidate new knowledge and practice skills before you formally assess them.

#### Step 6:

##### Undertake the assessment activities.

As you conduct an assessment activity, tell the learners you are assessing them and encourage them to do their best. Remind them that they have to demonstrate all of the assessment criteria.

Work progressively through the lessons in the Daily Lesson Log, incorporating the assessment activities as they arise. Note how the assessment activities are integrated and embedded within the teaching and learning activities. This emphasizes how in formative

assessment learners are assessed while they are learning.

After the learners have had some practice on the teaching and learning activities with oral feedback, give them the written assessment activity to complete. Remember though that some assessment activities, for example a project, will take more than one lesson to complete.

**Step 7:**  
**Record evidence of learning.**

Record the performance of each learner by selecting the most suitable recording method: class checklist, observation grid, anecdotal record, comments on learners' work, storing work samples in portfolios, taking photographs, or using digital technology. You can also write comments on the checklist and on learners' work that are linked to the assessment criteria.

Recording can happen during the lesson if you are using observation or talking to learners as your assessment methods. If you are analyzing learner's products or testing them, you will have to mark their work after the lesson. In marking, use the assessment criteria, rubrics, and selected recording method.

**Step 8:**  
**Make consistent judgements about learning.**

Use the assessment criteria and rubrics objectively to determine the quality of each learner's work. Learners can also use the assessment criteria and rubrics to judge their own work (self-assessment) or that of their peers (peer assessment).

**Example**

After collecting the learners' written work for the English 3 assessment activity, compare their progress to the assessment criteria or rubric and record this in a class checklist. You can rate the standard of the learners' work against each of the competencies on the checklist using a simple rating scale shown below:

- A—Achieved the competency to a high standard
- B—Partially achieved the competency to a satisfactory standard
- C—Working towards achievement of the competency

**Step 9:**  
**Give immediate feedback.**

Use the assessment criteria to give explicit feedback to the learners about their work. You can give the feedback orally or in writing but do this immediately after the activity.

**Example**

For the English 3 assessment activity, review the checklist and see if there are shared areas of need that can be discussed with the whole class. Deliver this feedback to the class, highlighting strengths and areas for improvement. As you return their work, give the learners explicit feedback on what they did well, the areas they can still improve on, and tips on how to improve their work. This can be done even while the class works on another learning activity.

**Step 10:**  
**Use assessment information to review your teaching.**

Reflect on your teaching and decide if there are learners who need assistance, further practice, or more challenging activities. Use this information to shape your next steps and to modify your teaching. Remember the aim is to improve the learning of all learners in your class.

**Example**

While the learners correct their work based on your feedback, go back to your checklist and identify learners who need assistance. Group them together and work with them to help them with their problem areas. Perhaps you need to reteach some of the skills or model parts of the work. You may also need a scaffold of some sort to assist the learners. The scaffold could be, for example, a template, vocabulary lists, and/or good descriptive sentences.

**Sample Daily Lesson Logs**

The following pages have three examples of Daily Lesson Logs. These samples show you how to develop formative assessment activities using the steps described above; unpack the competencies to develop assessment criteria; and incorporate formative assessment into a Daily Lesson Log.



# Sample Daily Lesson Log with Formative Assessment

..... Grade 3 English .....





### Sample Daily Lesson Log with Formative Assessment - Grade 3 English

Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>				
a. <b>Content Standard:</b> Learner demonstrates understanding of sentences and paragraphs in expressing ideas.				
b. <b>Performance Standard:</b> Learner composes a three- to five-sentence paragraph.				
c. <b>Learning Competencies:</b>				
<b>EN3G-Ie-2.4</b> Use nouns (e.g., names of people, animals, places, things, events) in simple sentences  <b>EN3G-IIIlg-5.3.1</b> Use descriptive adjectives	<b>EN3G-Ia-1.1</b> Distinguish sentences from nonsentences	<b>EN3WC-Ia-j7</b> Write descriptive paragraphs  <b>EN3G-Id-1.6</b> Use appropriate punctuation marks (e.g., period, comma, question mark, exclamation point)	<b>EN3WC-Ia-j7</b> Write descriptive paragraphs  <b>EN3G-Id-1.6</b> Use appropriate punctuation marks (e.g., period, comma, question mark, exclamation point)	<b>EN3WC-Ia-j7</b> Write descriptive paragraphs  <b>EN3G-Id-1.6</b> Use appropriate punctuation marks (e.g., period, comma, question mark, exclamation point)
<b>II. ASSESSMENT<sup>5</sup></b>				
<b>Assessment Method/s:</b> Analyzing learners' products: descriptive paragraphs and self-assessment activity.				
<b>Assessment Criteria:</b>				
<b>Knowledge:</b> Learners know and understand that: <ol style="list-style-type: none"> <li>1. a <b>paragraph</b> is a group of sentences based on a common idea;</li> <li>2. a <b>descriptive paragraph</b> gives details about the topic of a paragraph; and</li> <li>3. <b>adjectives</b> are words used to describe things or people.</li> </ol>				
<b>Skills:</b> Learners are able to: <ol style="list-style-type: none"> <li>1. link three to five sentences about a common idea in a paragraph;</li> <li>2. write correctly constructed sentences;</li> <li>3. use periods and capital letters correctly;</li> <li>4. spell familiar words correctly; and</li> <li>5. use adjectives to match the nouns and describe the topic.</li> </ol>				
<b>III. CONTENT</b>				
Features of paragraphs Nouns and adjectives Simple sentence structure	Nouns and adjectives Simple sentence structure Punctuation Spelling Vocabulary	Simple sentence structure Paragraphs Spelling Vocabulary	Formative assessment Descriptive paragraphs	Giving feedback Descriptive paragraphs Self-assessment Vocabulary
<b>IV. LEARNING RESOURCES</b>				
a. <b>References:</b>				
b. <b>Other Resources:</b>				
Short descriptive story of your choice  Chart showing the assessment criteria <sup>6</sup>  Flash cards showing nouns and adjectives from story (enough sets for groups of four learners)	Flash cards with nouns and adjectives of people and toys  Worksheet with pictures to match nouns and adjectives	Flash cards with nouns and adjectives of places and pets	Same short descriptive story of your choice	Self-assessment sentence starters  Another short descriptive story of your choice

<sup>5</sup> Include only the formal formative assessment here.

<sup>6</sup> The assessment criteria will remain visible in the class all week for easy reference by the teacher and learners.



**Sample Daily Lesson Log with Formative Assessment - Grade 3 English (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
V. PROCEDURES				
<p>1 Explain the standards and competencies.</p> <p>2 <b>Assessment:</b> Introduce and explain the assessment criteria. Display it on a chart.</p> <p>3 Read a descriptive story. Talk about the paragraphs and explain how each is focused on a main idea. Show how a paragraph starts and finishes in sentences in a group together, with a space in between or indented. Reread the story and stop at the end of each paragraph.</p> <p>4 Identify nouns and adjectives in the stories either orally as a whole class or using a printed worksheet.</p> <p>5 In pairs play flash card games matching adjectives with nouns. Place all cards face up. Take turns to select a noun and matching adjective. Read the adjective and noun and decide if the adjective matches the noun. If so, player keeps the pair. If not, return cards to the game. Player with most cards wins.</p> <p>6 Revise simple sentence structure.</p>	<p>1 Revisit nouns and adjectives from a previous lesson. Let learners copy them into their personal dictionaries or spelling books.</p> <p>2 Model simple sentence structure using nouns and adjectives.</p> <p>3 Emphasize subject, verb, and predicate agreement.</p> <p>4 Revise and model correct punctuation: capital at start and period at end.</p> <p>5 Introduce new vocabulary on topics of interest (people and toys) to the learners.</p> <p>6 Learners copy words into their spelling books and personal dictionaries.</p> <p>7 Play flash card games with new vocabulary.</p> <p>8 Model composing oral sentences using the new vocabulary. Learners practice in pairs.</p> <p>9 Learners complete worksheets on matching nouns and adjectives.</p>	<p>1 Ask learners to read to the class one of their sentences from the previous day.</p> <p>2 <b>Assessment (I)</b><sup>7</sup>: Revisit the assessment criteria. Use simple peer assessment where learners give a thumbs up sign if a sentence is correct or thumbs down if it is not. Give feedback on how to improve an incorrect sentence.</p> <p>3 Introduce new vocabulary on topics of interest (places and pets) to learners.</p> <p>4 Learners copy words into their spelling books and personal dictionaries.</p> <p>5 Play flash card games with new vocabulary.</p> <p>6 Learners make up a new game using the flash cards.</p> <p>7 Learners write simple sentences using the new adjectives and nouns. Let them try to group the sentences in paragraphs.</p>	<p>1 Revisit features of a paragraph:</p> <ul style="list-style-type: none"> <li>- a collection of sentences about a topic</li> <li>- revise punctuation</li> </ul> <p>2 Slowly reread the descriptive story from Day 1. Ask learners to put their hands up when they think a paragraph has ended and a new paragraph is starting. Ask them why they think that. Establish that a paragraph talks about one main idea.</p> <p>3 <b>Assessment Activity (F)</b>: Revisit assessment criteria. Remind learners they have to demonstrate all of the assessment criteria.</p> <p>4 Explain the assessment activity— "Write a short paragraph of three to five sentences describing one of the following: your best friend, your pet, your favorite place, or your favorite toy."</p> <p>5 Ask learners to reread their paragraphs. Check spelling, punctuation, sentence construction, nouns, and matching adjectives.</p>	<p>1 Revisit assessment activity. Give the class general feedback on what was done well and some common areas for improvement.</p> <p>2 Pass out individual work and mill around while learners read their feedback.</p> <p>3 <b>Assessment (F)</b>: Ask learners to complete a simple self-assessment activity by completing the following sentence beginnings:</p> <p><i>One thing I did well in my descriptive paragraph was. . .</i></p> <p><i>Something I need to practice is. . .</i></p> <p><i>Next time I will. . .</i></p> <p>4 Finish with some games to consolidate new vocabulary.</p> <p>5 Read a different descriptive story for the learners' enjoyment.</p>

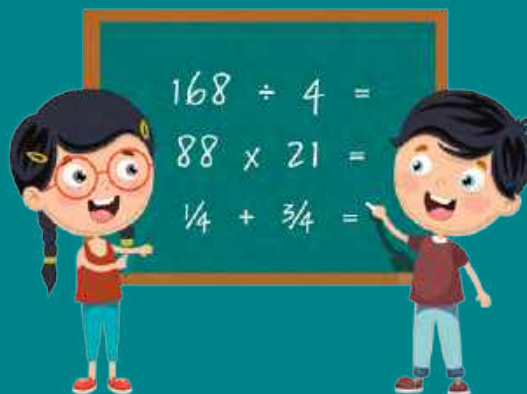
<sup>7</sup> Note the differentiation between informal formative assessment [Assessment (I)] where you are milling around, talking to learners, and giving informal feedback as opposed to the formal formative assessment [Assessment (F)] where a formal assessment activity is undertaken by learners. During all learning activities mill around and give feedback and assistance to individual learners.

**Sample Daily Lesson Log with Formative Assessment - Grade 3 English (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>V. PROCEDURES (Continued)</b>				
<p>7 Learners write simple sentences using the identified adjectives and nouns.</p>	<p>10 Revisit and remind learners about the assessment criteria.</p> <p>11 Learners write simple sentences using the new adjectives and nouns.</p>	<p>8 <b>Assessment (I):</b> Teacher mills around class and gives all learners informal oral feedback on their sentences. Link feedback to the assessment criteria.</p>	<p>6 Learners submit paragraphs for teacher assessment.</p> <p>7 Mark paragraphs using the assessment criteria and possibly a rubric. Give brief individual written feedback on learners' work.</p>	
<b>VI. REMARKS</b>				
<b>VII. REFLECTION</b>				
<p align="center">Reflect on your teaching and assess yourself as a teacher. Think about your learners' progress this week. What worked? What else needs to be done to help them learn?</p>				

# Sample Daily Lesson Log with Formative Assessment

..... Grade 4 Mathematics .....



**Sample Daily Lesson Log with Formative Assessment - Grade 4 Mathematics**

Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES				
a. <b>Content Standard:</b> Learner demonstrates understanding of the concepts of time, perimeter, area, and volume.				
b. <b>Performance Standard:</b> Learner is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations.				
c. <b>Learning Competencies:</b>				
<b>M4ME-IVb58</b> Find the area of triangles, parallelograms, and trapezoids using sq. cm and sq. m	<b>M4ME-IVb58</b> Find the area of triangles, parallelograms, and trapezoids using sq. cm and sq. m  <b>M4ME-IVc59</b> Estimate the area of triangles, parallelograms, and trapezoids	<b>M4ME-IVb58</b> Find the area of triangles, parallelograms, and trapezoids using sq. cm and sq. m  <b>M4ME-IVc59</b> Estimate the area of triangles, parallelograms, and trapezoids  <b>M4ME-IVc60</b> Solve routine and nonroutine problems involving squares, rectangles, triangles, parallelograms, and trapezoids	<b>M4ME-IVb58</b> Find the area of triangles, parallelograms, and trapezoids using sq. cm and sq. m  <b>M4ME-IVc59</b> Estimate the area of triangles, parallelograms, and trapezoids  <b>M4ME-IVc60</b> Solve routine and nonroutine problems involving squares, rectangles, triangles, parallelograms, and trapezoids	<b>M4ME-IVc60</b> Solve routine and nonroutine problems involving squares, rectangles, triangles, parallelograms, and trapezoids  <b>M4ME-IVd61</b> Create problems (with reasonable answers) involving perimeter and area involving squares, rectangles, triangles, parallelograms, and trapezoids
II. ASSESSMENT				
<b>Assessment Method/s:</b> Observation: Learners' measurement skills Analysis of learners' products: Drawings of garden beds and estimated and calculated areas				
<b>Assessment Criteria:</b>				
<b>Knowledge:</b> Learners know and understand that:  1. area measures the amount of space inside the boundary of a flat (two-dimensional) object;  2. area is measured in square units (e.g., sq. cm or sq. m); and  3. formulae and a combination of formulae are used for calculating areas of triangles, parallelograms, and trapezoids.		<b>Skills:</b> Learners are able to:  1. estimate areas of triangles, parallelograms, and trapezoids in sq. cm or sq. m;  2. calculate areas of triangles, parallelograms, and trapezoids in sq. cm or sq. m using formula;  3. apply the area formulae to solve real-life problems;  a. Construct labelled drawings of triangles, parallelograms, and trapezoids to represent garden beds  b. Estimate the area of each garden bed and the total area  c. Calculate the area in sq. m of each garden bed  4. calculate the total area of their garden.		
III. CONTENT				
Concept of area Units of measurement Revision of areas of squares/rectangles Area of triangles	Concept of area Area of triangles Derive formulae for areas of parallelograms and trapezoids	Estimation of areas in real life Areas of parallelograms and trapezoids	Formative assessment (F)—estimation and calculation of areas of triangles, parallelograms, and trapezoids	Real-life applications of areas of triangles, parallelograms, and trapezoids  Review and remediation

**Sample Daily Lesson Log with Formative Assessment - Grade 4 Mathematics (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>IV. LEARNING RESOURCES</b>				
Refer to page 102 of the <i>Mathematics Curriculum Guide</i> and select resources available at your school.	Refer to page 101 of the <i>Mathematics Curriculum Guide</i> and select resources available at your school.	Refer to page 102 of the <i>Mathematics Curriculum Guide</i> and select resources available at your school.	Refer to the assessment activity written on board or presented electronically.	Learners can pose their own real-life problems on areas of triangles, parallelograms, and trapezoids.
a. <b>References:</b>				
b. <b>Other Resources:</b>				
Chart showing the assessment criteria <sup>8</sup>	Cutouts of a variety of triangles of different kinds and sizes			
<b>V. PROCEDURES</b>				
<p><b>1</b> <b>Assessment:</b> Review the assessment criteria and explain what is expected this week.</p> <p><b>2</b> Revisit the concept of area and the units of measurement, sq. cm and sq. m.</p> <p><b>3</b> Find square and rectangular shapes in the classroom (e.g., exercise book, desk, window). Ask learners to estimate and write down the area of each shape. Remind them of formulae for areas of squares and rectangles. Small groups are then allocated one of the objects. They use rulers or tape measures to measure the length and breadth and calculate the actual areas of each. Feedback answers to class. Compare with estimations and give reasons why answers may vary.</p>	<p><b>1</b> Revise formula for calculating area of a triangle.</p> <p><b>2</b> <b>Assessment (I):</b> Learners practice estimating and calculating the area of actual sized triangles in sq. cm. Mill around and give oral feedback and assistance.</p> <p><b>3</b> Think-pair-share: Learners write what they understand about area, share with a partner, then with a group of four. When they report back to class, confirm or correct their understandings.</p> <p><b>4</b> Distribute a worksheet with one large parallelogram and trapezoid. Learners estimate the area of each shape and record it in sq. cm.</p>	<p><b>1</b> Discuss situations in real life when it is important to make estimates of area (e.g., if buying floor coverings, working out materials to build a flat roof or ceiling, working out the size of a pig pen).</p> <p><b>2</b> Model how to set out problems on area of a parallelogram or trapezoid on the board.</p> <p><b>3</b> <b>Assessment (I):</b> Learners practice estimating and calculating areas of parallelograms and trapezoids. Correct answers, give oral feedback, and reinforce the process of segmenting up the shape, calculating separate areas, and adding answers for total area.</p>	<p><b>1</b> <b>Assessment (F):</b> Explain the following assessment activity. Remind learners about the assessment criteria.</p> <p>"Design a garden which includes at least one bed which is a triangle, one a parallelogram, and one a trapezoid. Draw your garden on squared paper. Label each triangle, trapezoid, and parallelogram in your drawing with the name of the shape and length of each side in meters. Estimate and calculate the area of each garden bed and the total area of your garden. (Observe and ask learners how they are calculating their estimates.)</p> <p>Collect written work and mark them according to the assessment criteria. Give marks and feedback accordingly.</p>	<p><b>1</b> Give the whole class feedback about what was done well and highlight areas of need from the assessment activity.</p> <p><b>2</b> Learners make up their own "real life" problems involving area and solve them.</p> <p><b>3</b> Return work to individuals and give feedback while learners are working on their real-life problems.</p> <p><b>4</b> Work with small groups of learners who had difficulty on the assessment activity to address areas of need.</p>

<sup>8</sup> The assessment criteria will remain visible in the class all week for easy reference by the teacher and learners.

<sup>9</sup> Note the differentiation between informal formative assessment [Assessment (I)] where you are milling around, talking to learners, and giving informal feedback as opposed to the formal formative assessment [Assessment (F)] where a formal assessment activity is undertaken by learners. During all learning activities mill around and give feedback and assistance to individual learners.

**Sample Daily Lesson Log with Formative Assessment - Grade 4 Mathematics (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>V. PROCEDURES</b>				
<p>4 Select activities from <i>Teacher Guides</i> to derive formula for areas of triangles.</p> <p>5 Learners practice calculating areas of triangles.</p> <p>6 Give this problem-solving activity: "Use a sheet of paper, pencil, ruler, and scissors to prove that the area of a triangle is half the area of a square or a rectangle."</p>	<p>5 Pose the problem: "Using the information you already know about areas of squares, rectangles, and triangles, see if there is a way of working out the area of a parallelogram and trapezoid." Learners work in pairs or small groups to solve the problem. Have them share and discuss results.</p> <p>6 Establish that three separate area calculations are required for each (two triangles plus a rectangle or a square) and then answers are to be added to get the total area.</p>	<p>4 Compare estimates with actual areas. Check if estimates are more accurate.</p>		
<b>VI. REMARKS</b>				
<b>VII. REFLECTION</b>				
<p>Reflect on your teaching and assess your teaching of this topic. Think about your learners' progress this week. What worked? What else needs to be done to help all of them to master these competencies?</p>				

# Sample Daily Lesson Log with Formative Assessment

..... Grade 7 Science .....





**Sample Daily Lesson Log with Formative Assessment - Grade 7 Science (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>				
a. <b>Content Standard:</b> Learner demonstrates understanding of the relation of geographical location of the Philippines to its environment.				
b. <b>Performance Standard:</b> Learner analyzes the advantage of the location of the Philippines in relation to climate, weather, and seasons.				
c. <b>Learning Competencies:</b>				
S7ES-IVa-1 Demonstrate how places on Earth may be located using a coordinate system	S7ES-IVa-1 Demonstrate how places on Earth may be located using a coordinate system	S7ES-IVa-2 Describe the location of the Philippines with respect to the continents and oceans of the world	S7ES-IVb-3 Recognize that soil, water, rocks, coal, and other fossil fuels are Earth materials that people use as resources  (Lesson focuses on water resources only.)	
<b>II. ASSESSMENT</b>				
<b>Assessment Method/s:</b> Observation; talking to learners (Question and Answer); analyzing learners' products				
<b>Assessment Criteria:</b>				
<p><b>Knowledge:</b> Learners know and understand that:</p> <ol style="list-style-type: none"> <li>1. latitudes are lines that run from west to east and longitudes are lines that go from north to south. These help people describe the location of any place on Earth;</li> <li>2. the Philippines can also be located by knowing the continents and oceans surrounding it;</li> <li>3. the characteristics of our environment are determined by the location of the Philippines on the planet;</li> <li>4. the health of a watershed determines abundance or scarcity of water; and</li> <li>5. the quality and quantity of water resources determine the diversity of life in the environment.</li> </ol> <p><b>Skills:</b> Learners are able to:</p> <ol style="list-style-type: none"> <li>1. locate the Philippines using latitude and longitude;</li> <li>2. locate the Philippines with respect to surrounding landmasses and bodies of water; and</li> <li>3. design a procedure to show how a certain factor affects the amount of water that can be stored underground or released by a watershed to rivers, lakes, and other bodies of water.</li> </ol>				
<b>III. CONTENT</b>				
The Philippine Environment: Location of the Philippines using a coordinate system		The Philippine Environment: Location of the Philippines with respect to landmasses and bodies of water	Natural resources in the Philippines—water resources	Natural resources in the Philippines—water resources, focused on watersheds and biodiversity)
<b>IV. LEARNING RESOURCES</b>				
Globes	Globes	Globe or world map	Pictures of water resources (including watersheds), especially those found in the community	
a. <b>References:</b>				
Science Grade 7 Quarter 4 Learning Material and <i>Teacher's Guide: Earth and Space</i>				<a href="http://www.industcards.com/hydro-philippines.htm">http://www.industcards.com/hydro-philippines.htm</a> (Hydroelectric power plants in the Philippines)
b. <b>Other Resources:</b>				

**Sample Daily Lesson Log with Formative Assessment - Grade 7 Science (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>V. PROCEDURES</b>				
<p>1 Introduce the standards and competencies.</p> <p>2 <b>Assessment (F)<sup>10</sup>:</b> Provide an overview of what learners will learn in this last quarter. Display and discuss the assessment criteria.<sup>11</sup> Do the pretest.<sup>12</sup></p> <p>3 Show a globe. Encourage learners to identify what they can find on a globe. With their fingers, let them trace (not just point to) the equator, northern hemisphere, and southern hemisphere.</p> <p>4 Explain the concepts of longitude and latitude. Guide learners to differentiate lines of longitude and lines of latitude.</p> <p>5 Give a globe to each group. Learners practice locating places in terms of longitude and latitude.</p> <p>6 Learners make a general statement on how places can be located.</p>	<p>1 Using a globe, review the lesson on longitude and latitude.</p> <p>2 <b>Assessment (F):</b> Have a competition or quiz on locating places using longitude and latitude coordinates.<sup>13</sup></p> <p>3 Learners approximate the location of places in the Philippines (Manila, Cebu, Baguio City, or other places they like).</p> <p>4 Learners relate the location with the climate of the place, using a table of data containing climatic information (monthly temperatures, rainfall, etc.).</p> <p>5 Learners identify and list countries which are at latitude 0. They compare the climate of those places using the table of climatic data or research on relevant climatic data on the internet.</p>	<p>1 Review the standards and competencies.</p> <p>2 Groups use the globe or world map and locate landmasses (continents) and oceans. Have them tag these with different colors of Post-its®.</p> <p>3 <b>Assessment (F):</b> Learners answer questions in the Activity Sheet. (F) Learners share outputs with the whole class.</p> <p>4 Learners practice how to locate places either by using latitude and longitude, or by identifying the landmasses and bodies of water that surround it.</p> <p>5 Ask: "What is the use of knowing where the Philippines is located?" Learners record and share responses.</p>	<p>1 Introduce the standards and competencies. Provide an overview of what learners will learn from this lesson, emphasizing a specific resource at a time.</p> <p>2 In small groups learners brainstorm on the water resources that are found in the community. Then report back to class and discuss.</p> <p>3 Investigation questions: Where does water in rivers, lakes, and wells come from? If we have abundant rainfall to feed watersheds, why do we experience drought sometimes and flooding at other times?</p> <p>The four factors to be investigated are vegetation cover, slope of the area, kind of soil, and amount of rainfall.</p> <p>Introduce investigation questions. Recall what a fair test means. Review the components of an investigation discussed in Quarter 1.</p>	<p>1 Revisit and display investigation questions and relevant assessment criteria.</p> <p>2 <b>Assessment (I):</b> Remind the class that learners work in small groups to do the investigations (with more than one group investigating each factor) and answer the guide questions.</p> <p>3 Learners record their findings and present them to the whole class. Teacher and peers provide feedback.</p> <p>4 Learners compare the result of two groups who did the same investigation activity.</p> <p>5 Learners summarize findings across groups and answer the activity questions.</p> <p>6 With learners' participation, list concepts on the board relevant to the activity on water resources.</p>

<sup>10</sup>Note the differentiation between informal formative assessment (IF) where you are milling around, talking to learners, and giving informal feedback as opposed to the formal formative assessment (F) where a formal assessment activity is undertaken by learners. During all learning activities mill around and give feedback and assistance to individual learners.

<sup>11</sup>Keep the assessment criteria visible on a chart in the classroom throughout the learning period. Refer to them throughout lessons as appropriate.

<sup>12</sup>Results of the pretest give you information about learners' understanding of the topic and will be used to guide your teaching. Hence there is no need to give feedback to learners on this assessment.

<sup>13</sup>Record results of the quiz or competition in a class checklist. Give feedback to learners and assist learners who had difficulty.

**Sample Daily Lesson Log with Formative Assessment - Grade 7 Science (Continued)**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>V. PROCEDURES (CONTINUED)</b>				
	<p>6 Learners make a hypothesis on the relationship between location of places in terms of latitude and the climate in these places. Test the hypothesis by checking other places on similar latitudes (e.g., those on the Tropic of Cancer -23.5 degrees north of the equator).</p> <p>7 Learners answer the questions in Activity 1-Part 1 (F).</p> <p>8 Discuss the answers and provide feedback.</p>		<p>4 <b>Assessment (I)<sup>14</sup>:</b> In small groups learners select one of the above factors to investigate. They design a fair test to answer the investigation questions. Make sure that the design of the investigation includes a control setup and an experimental setup.  Learners show their designs to the teacher and receive oral feedback.</p> <p>5 Groups prepare the materials and setup for the investigation activity the next day.</p>	<p>7 Groups make a concept map to relate the watershed with biodiversity. They display and discuss the concept map.</p> <p>8 <b>Assessment (F):</b> Learners make a written report of the investigation for submission the following day.<sup>15</sup> Teacher collects the reports and assesses learners according to the assessment criteria. A rubric may also be useful.</p>
<b>VI. REMARKS</b>				
<b>VII. REFLECTION</b>				
<p align="center">Reflect on your teaching and assess your teaching of this topic. Think about your learners' progress this week. What worked? What else needs to be done to help all of them master these competencies?</p>				

<sup>14</sup>This assessment is focused on the scientific inquiry process as well as the content.

<sup>15</sup>If there is not enough time, this could be completed in the next lesson or as a homework activity.



## Activities for Formative Assessment

In a formative learning environment, teachers can fairly assess learners on learning activities by explicitly teaching and modeling to them how to do their tasks well.

This part articulates specific procedures for preparing teaching, learning, and assessment activities.

### Each activity should include:

- a brief background, with a definition and reasons to explain why it is a good teaching, learning, and assessment activity;
- some suggested topics for the activity;
- steps on how to model the activity with learners before, during, and after a lesson;
- tips on how to use it for assessment; and
- additional guidelines whenever necessary.

### Examples of teaching-learning activities:

- Concept maps
- Essays
- Journals
- Interviews
- Investigations
- Movie/film analyses

Concept Maps

Concept maps are graphics for organizing and representing knowledge. They can enrich learners' understanding of how ideas connect and interrelate with one another.

A concept map starts with a main idea that branches out into specific ideas (or concepts). Concepts are usually enclosed in circles or boxes and linked by words and phrases (also called *propositions*) that explain the connection and relationships between the ideas.

“Concept maps deepen understanding and comprehension. They are constructed to represent visually meaningful relationships among concepts in the form of propositions.”

— Novak and Gowin, 1984

Figure 5.1. A Concept Map on Shapes

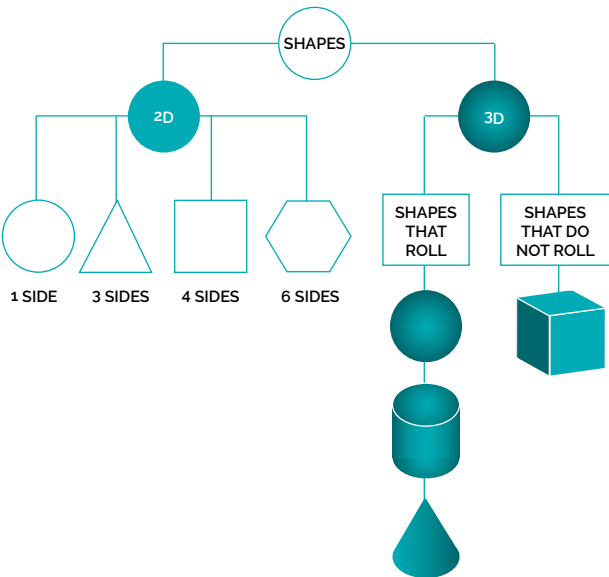
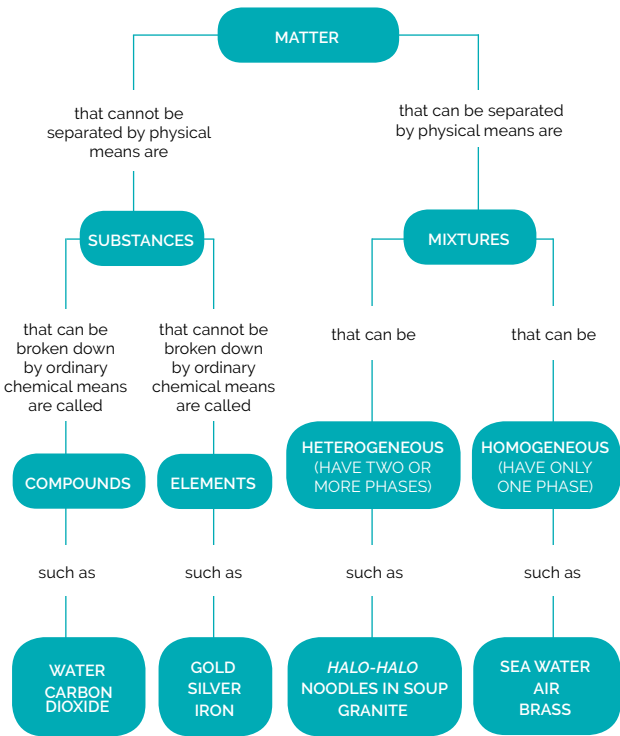


Figure 5.2 A Concept Map on Matter



Using Concept Maps to Support Teaching, Learning, and Assessment

Concept maps facilitate teaching and learning in several ways. You can use them to assess learners' prior knowledge about a topic and how they organize and represent new knowledge. You also get a graphical summary of what learners have learned. The summary can help you detect and eventually break down learners' strengths and misconceptions.

### You can use concept maps:

- for many topics in all learning areas;
- more commonly for grades 4 to 10;
- for individual or collaborative work;
- while supported by technology;
- to deepen understanding of concepts;
- to encourage creativity among learners;
- to help learners organize information;
- to allow learners to clearly communicate their ideas, thoughts, and information;
- to help learners integrate new concepts with older concepts; and
- to assess what learners know and understand in a visual way.

### Topics Suitable for Concept Maps

Concept maps have a wide application and can be used in most learning areas. Some sample topics for languages, math, and science are shown in Table 5.1. Be creative in using concept maps in other learning areas as well.



**Table 5.1** Examples of Topics Suitable for Concept Maps for Key Stages

K–GRADE 3 <sup>16</sup>	GRADES 4–6	GRADES 7–10
<b>LANGUAGES</b>		
Greetings My favorite books	Main events in a story read or listened to	Genres and examples of viewed materials
Vocabulary linked to a topic Words that start with a particular letter	Examples of parts of speech (nouns, adjectives, verbs, and adverbs) Planning for an essay topic Purposes and/or features of different text types	Different kinds of journalistic articles Essay plan for a particular text type Notes from an expository text
<b>MATH</b>		
Attributes of objects Comparison of objects with examples (light, lighter, lightest; heavy, heavier, heaviest) Places where money is used in real life	Two- and three-dimensional shapes and their properties Units of measurement (e.g., length, mass, time) Common multiples of two numbers Real-life situations that make use of integers	Types of angles, their properties and relationships Types of graphs and examples of data that can be represented as graphs Real-life applications of math concepts (e.g., trigonometry, quadratic functions)
<b>SCIENCE</b>		
Body parts Sounds from my environment Dangerous things in my home Ways to use electricity	Living things in various habitats (e.g., rainforest, coastal region) Emergency plan for a natural disaster Forms of energy and their transformations	Resources of the Philippines Factors that affect the motion of objects Photosynthesis

<sup>16</sup>At K to 3 level, some concept maps could be done pictorially, supported by a worksheet template, or modeled/scribed by the teacher.



## Modelling a Teaching and Learning Activity Using Concept Maps

### ***Before the activity***

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1. Choose text related to a topic.
2. Work with the class to identify the main idea or concept of the selected text and the sub-ideas or subconcepts under the main idea.
3. Create a rubric that you will use to assess the activity.

### ***During the activity***

---

If the concept map will be used to summarize a previous lesson, model how to construct it by doing the following:

1. Present the topic for the lesson.
2. Create a focus question for learners to address. For example, in a science class, you may ask the question: "What are the types of matter?" Ask learners to identify the concepts that will answer the question. Write each concept in a box on the board.
3. Show how one concept (in a box) relates to another concept (in another box) by connecting them with a line and adding the proposition or linking words or phrases. Repeat the process for three or more concepts.
4. Together, review the concept map and point out that two concepts with connecting words form a complete sentence or idea. Give three additional words or concepts for learners to their maps.
5. In succeeding lessons, learners can make their own list of concepts related to a topic and create a concept map individually or in small groups.

### ***After the activity***

---

1. When the learners have completed their concept maps, allow them to share their work with a partner, in small groups, or with the whole class to get peer feedback
2. Discuss commonalities among the concept maps presented.

3. Correct misconceptions in the concept maps as necessary.
4. Give comments on what makes a good concept map (e.g., if concepts are correct, if a map shows branching of concepts, and how the connecting words show extent of understanding of concepts). Refer to the rubric the class created.

## Using Concept Maps as Assessment Activities

### ***Assessment methods***

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- Observation
- Talking to learners/conferencing
- Analysis of learners' products (concept maps)

### ***Content and skills that can be assessed***

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- Knowledge and skills from the learning area
- Twenty-first-century skills
- Cognitive process dimensions such as remembering, understanding, applying, analyzing, and creating
- Attitudes and values

### ***Collecting and recording method***

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- Checklist showing proficiency of the learners against the assessment criteria

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Immediate oral or written feedback after the assessment activity
- Learners' use of a rubric to assess their own work (self-assessment) or their classmates' work (peer assessment)

## Essays

**Essays** are extended pieces of writing designed to either tell a story, present information, or give an opinion on a particular topic or issue. They present their writers' own ideas.

Explicit teaching of the writing process and drawing learners' attention to the assessment criteria will help learners write good essays.

### You can use essays to help learners:

- in all learning areas;
- demonstrate understanding of the learning area;
- develop planning, writing, and editing skills;
- develop ability to compose texts;
- develop higher-order thinking skills such as analyzing, evaluating, and creating;
- develop twenty-first-century skills in communication and information technology; and
- develop their creativity.

### Topics Suitable for Different Types of Essays

The main types of essays are narrative, descriptive, expository, and persuasive. These are distinguished by the manner in which they convey their message about a topic.

#### Narrative Essay

In a narrative essay, the writer tells a story, either imagined or about a real-life experience. An essay that retells events that have happened is called a **recount**. The **orientation**, or the start of the essay, gives the setting and introduces the main character. It also tells when the story is taking place. The story has a series of events that build up to a **climax**, or problem. This problem is resolved in the **conclusion**.

#### Descriptive Essay

The writer of a descriptive essay may describe a person, place, object, or even a memory of special significance. It presents the appearance, characteristics, qualities, or traits of the subject of the essay. These are depicted in descriptive language and aims to give the reader a clear picture of the subject.

Descriptive essays use colorful words and sensory details that appeal to the reader's emotions.

#### Expository Essay

An expository essay contains text that presents factual information. It is based on facts and not personal feelings, so those who write this essay type do not reveal their emotions or write in the first-person point of view. Expository writing can take many forms such as reports, comparisons, explanations, and procedures.

#### Persuasive Essay

The purpose of a persuasive essay is to convince the reader to accept a particular point of view or recommendation. The writer must build a convincing argument backed by facts, logical reasoning, expert opinion, and the use of persuasive language.



**Table 5.2** Examples of Topics for Essay Types  
per Key Stage

K-GRADE 3 <sup>17</sup>	GRADES 4-6	GRADES 7-10
<b>NARRATIVE - Telling a Story</b>		
My Birthday My Funny Friend My Special Wish	My Summer Vacation  Outer-Space Play Adventures	My Most Frightening Experience  An Unexpected Encounter
<b>DESCRIPTIVE - Painting a Picture</b>		
My Best Friend My Pet My Favorite Toy	My Brother/Sister My Favorite Place My Hobby	The Storm The Wedding My Favorite Celebrity
<b>EXPOSITORY - Just the Facts</b>		
How to Be a Healthy Child  Caring for a Pet	How to Help Keep the School Clean  The Causes of Earthquakes	Causes of Child Obesity  The Effects of Not Keeping a Personal Budget
<b>PERSUASIVE - Convince Me</b>		
Why We Should Brush Our Teeth After Meals  Should We Stay Up Late on School Days?	Segregating Garbage  Should Children Be Allowed to Bring Mobile Phones to School?	Should Textbooks Be Replaced by Laptops?  Should Teens Be Allowed to Play Violent Video Games?

<sup>17</sup> At K to 3 level, some concept maps could be done pictorially, supported by a worksheet template, or modeled/scribed by the teacher.

**Table 5.3** Text Structure and Language Features  
of the Main Essay Types

TEXT STRUCTURE	LANGUAGE STRUCTURES
<b>NARRATIVE</b>	
Orientation that establishes setting and introduces main characters  Series of events leading to a problem  Resolution	Usually written in third person – he/she, they, etc.  Written in past tense  In chronological order of when things happened  Uses connectives to link the sentences that make up the story (e.g., later that day, once, finally, suddenly, meanwhile)
<b>DESCRIPTIVE</b>	
Identification of topic  Description	Usually written in simple present tense  Uses action verbs  Uses adjectives and adverbs
<b>EXPOSITORY</b>	
General statement Explanation Closing	Usually written in simple present tense  Uses the passive voice  Uses technical terms  Uses cause and effect, or comparative terms (e.g., because, as a result, by contrast, similarly)
<b>PERSUASIVE</b>	
Introduction that states author's point of view  Arguments supporting the point of view  Reiteration/Conclusion	Usually written in present tense  Uses persuasive language  Uses connectives to link arguments (e.g., therefore, it is obvious, to conclude)

### Modelling a Teaching and Learning Activity Using Essays

Learners need ongoing opportunities to become familiar with the range of essay types. For each type, have samples displayed as models, explicitly teach the text structure and language features of the type, and model how to write it.

### ***Before the activity***

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1. Model the process of writing an essay on the board or a laptop. Select a topic and plan ideas for the essay together with the learners. Emphasize that the text structure and the language features will vary according to the type of essay.
2. Explain that ideas can be organized in a certain way, for example, by representing main ideas on a concept map using headings and bullet points or by representing them with a series of quick drawings.
3. As you write, accept ideas from the learners, refer to your plan for the essay, think out loud, and ask learners for their feedback on your work.

### ***During the activity***

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1. Allow young learners to practice in pairs first and then individually. Note however that although older learners may work collaboratively with others, most of the time they will want to write independently.
2. Mill around and help learners as they write their essays. Remind them to refer to their plans and to stop and reread their work often to check for meaning and flow.

### ***After the activity***

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1. Have the learners reread their drafts if these make sense.
2. Model to them how to edit their drafts for correct sentence structure, subject-verb agreement, punctuation, and the like.
3. Show them how to proofread their work. Point out to them words that have been misspelled then have them check for the meaning and correct spelling of these words in a dictionary.
4. Try to improve the essays by adding adjectives, interesting sentence beginnings, and connectives
5. After the learners have revised their essays, ask them to exchange essays with their seatmates. Let them comment on each other's work. (e.g., first, then, next) that help the text flow.

## **Using Essays as Assessment Activities**

### ***Assessment methods***

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- Analyses of learners' products (essays)

### ***Content and skills that can be assessed***

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- Knowledge and skills from the learning area
- Twenty-first-century skills
- Cognitive process dimensions such as:
  - Remembering—use of punctuation marks, correct spelling, grammar; steps in writing paragraphs
  - Applying—use of previous and stored knowledge about the topic; writing of a series of paragraphs about a particular topic
  - Creating—use of own creative writing style
  - Evaluating—use of one's judgement about what to include about a topic
  - Organizing—sequencing of ideas in logical or correct chronological order
  - Analyzing—breakdown of main ideas into details; comparing and contrasting; justifying opinions
  - Synthesizing—development of the essay using prior knowledge, research, and experience

### ***Collecting and recording method***

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- Class checklist with assessment criteria
- Collection of the essays in learners' portfolios with your comments

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Rubrics to provide teacher and peer assessment
- Immediate feedback after the learners' essays are read
- Comments, both affirming and correcting, on the learners' essays

## Interviews

Interviews are one-on-one conversations with one person (the interviewer) asking questions of another person (the interviewee) to gather information, opinions, and stories from the interviewee.

In the early grades, learners may interview fellow classmates or family members. In the elementary grade levels, they can interview people in school or the community such as the school nurse, canteen manager, school workers, community helpers, parents, or schoolmates. In grades 7 to 10, the learners can interview people distinguished for their work, those who have been identified as role models in the community, or those with interesting stories to share.

### You can use interviews to help learners:

- in all learning areas;
- for all key stages but more commonly for grades 4 to 10;
- plan on how to gather information;
- gather and organize information;
- develop and enhance oral communication skills;
- develop self-confidence; and
- strengthen their knowledge on the given topics for the interviews.

## Topics Suitable for Different Types of Interviews

Interviews are classified into eight basic types: simple, factual, roving, biographical, historical, descriptive, personality, and composite.

In a **simple interview**, learners practice asking and answering what, who, where, when, and how questions.

A **factual interview** is used to obtain accurate information.

A **roving interview** is one in which the interviewer samples public opinion "on the street." He/She chooses interviewees from random passersby and asks them the same questions.

With a **biographical interview**, the interviewer focuses on the interviewee's life while a **historical interview** shares the details of events that happened years ago.

A **descriptive interview** is also known as the "What's it all about?" interview and is conducted after an event or incident.

In a **personality interview**, the interviewer asks a celebrity about his/her achievements, personality traits, or recent experiences.

The interview that involves talking to more than one person to cover more details of the topic under discussion is known as a **composite interview**.



**Table 5.4** Sample Questions Suitable for Different Interview Types<sup>18</sup> (per Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10
<b>SIMPLE INTERVIEW</b>		
What is your favorite food?	What are your leisure-time activities?	What is your opinion about global warming?
Who is your best friend?	Who is your hero?	Who do you admire and why?
Where do you live?	Where is your favorite place to relax?	Where would you most like to work and why?
How do you help your family?	When do you like to read?	When have you been most proud to be Filipino and why?
How do you care for your pet?		
<b>FACTUAL INTERVIEW</b>		
What products are sold at your local market?	What are the endangered species in the Philippines?	Which Filipino heroes are the most important to you and why?
How do you care for your body to stay healthy?	What medicinal and edible plants are grown in your community?	How did their lives contribute to modern-day life in the Philippines?
<b>ROVING INTERVIEW</b>		
What is your favorite ice cream flavor?	Where do you shop most often and why?	What is your opinion about . . . ?
<b>BIOGRAPHICAL INTERVIEW</b>		
Ask your grandparents:	Ask your parents:	Ask resource persons/guest speakers:
What was life like when you were a child?	What was the most significant event in your life and why?	What and who inspired you to be a . . . ?

K-GRADE 3	GRADES 4-6	GRADES 7-10
<b>HISTORICAL INTERVIEW</b>		
How did your village or barangay look when you were young?	How was Independence Day (or any cultural activity) celebrated when you were younger?	What was life like during the martial law years? What led to the 1986 EDSA Revolution?
<b>DESCRIPTIVE INTERVIEW</b>		
What did you learn from your field trip?	Have you ever attended a famous sports event, concert, or fiesta? Can you tell us about it?	Can you describe the most beautiful place you have visited?
<b>PERSONALITY INTERVIEW</b>		
How did you become a famous athlete?	What were the factors that influenced your career as a . . . ?	What traits do you think make you a charismatic . . . ?
<b>COMPOSITE INTERVIEW</b>		
Ask your family:	Ask a winning sports team:	Ask a panel of local business leaders:
What are the favorite things you like to do together as a family?	How did you prepare as a team to win this competition?	What are the characteristics of a good leader or manager?

<sup>18</sup> Except for the simple interview, the types listed in table 5.4 were adapted from ERIC, 2016; questions in interview types 4 to 8 can revolve around topics agreed upon with the interviewee. In all types of interview, the interviewer must have clearly in mind the questions to ask.

Modelling a Teaching and Learning Activity  
Using Interviews

Demonstrate to the learners how to conduct an interview successfully. Make sure the expectations and assessment criteria are clear to them so you can fairly assess their skills and behavior before and during the interview and gauge the knowledge they acquired from the interview.

Before the activity

Have the learners follow the procedure below in preparing for their interviews.

1. Observe your teacher as he/she models an interview based on the lesson objectives.
2. He/She will identify relevant resource persons that you can interview. Refer to the topic of the interview as you choose your interviewee.
3. Determine the type of interview that best suits your topic and interviewee.
4. Make a request for a formal interview (in writing, by telephone, or in person). Set the date, location, time, and length of the interview with your interviewee.
5. Gather ideas about your topic and your interviewee.
6. Write down the questions that you will ask your interviewee. Submit them to your interviewee before the interview for his/her approval.
7. Practice your interview. Some suggested practice activities are listed in Table 5.5.

Table 5.5 Interview Practice Activities

PRACTICE ACTIVITY	DESCRIPTION
Modeling of the interview process	Ask learners to observe what you had modelled.  Have them note the kind of questions that you asked.
Learners' practice interview	Pair up learners and have them write five questions to ask each other.  Let them take turns interviewing each other and writing down their partner's answers to questions  Ask them to share some questions and answers with the class.  During the interview, observe and provide feedback on what the learners are doing well.  Give tips for improvement.
Skit	Ask learners to demonstrate what to do or not do during an interview.  After the skit, hold a class discussion of what was done correctly and incorrectly.  Offer suggestions to improve their behavior during interviews.  Correct the mistakes observed.
Dramatization	Ask learners to conduct a personality-type interview.  You may also invite a local celebrity or personality to visit the class.



### ***During the activity***

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Have the learners follow the procedure below in conducting the interview.

1. Introduce yourself to your interviewee.
2. State the purpose of the interview and how you will use the information that the interview will yield.
3. Be ready with your written questions so you can stay with the topic.
4. Listen attentively to every response of your interviewee.
5. Take notes during the interview.<sup>19</sup> Use key words in your notes so you do not have to take down every word or sentence of your interviewee.
6. Ask politely for more details when necessary.
7. End the interview politely when the allotted time has been reached.
8. Thank your interviewee for the interview and for the information he/she provided.

### ***After the activity***

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Do the following with the learners:

1. Review with the steps in the interview process (before and during the interview).
2. Analyze the information gathered from the interviews.
3. Ask questions like the following:
  - What did you learn from the interview?
  - What are the advantages of using interviews to get the information you need?
  - Was the interviewee a suitable resource person for the topic? Why or why not?

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<sup>19</sup>Note taking will only be done by learners in grades 4 to 10.

## **Using Interviews as Assessment Activities**

### ***Assessment methods***

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- Observation (e.g., when planning the interview, during the interview)
- Conversation with learners (e.g., when planning the interview)
- Analysis of learners' outputs

### ***Content and skills that can be assessed***

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- Knowledge and skills from the resource person when analyzing the outcome of the interview
- Twenty-first-century skills
- Cognitive skills such as understanding, applying, analyzing, and evaluating
- Skills on organizing ideas, checking for accuracy of information based on the interview, writing
- Attitudes and behavior
  - Asking questions clearly and confidently, clarifying answers and information
  - Managing time
  - Being courteous/polite

### ***Collecting and recording method***

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- Checklist showing proficiency of the learners against the assessment criteria

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Immediate: During the conversation or coaching sessions with learners
- After the report (oral and/or written) is reviewed; use of rubrics for scoring the submitted interview report
- Self-assessment
- Peer assessment

## Investigations

The term **investigation** refers to the sustained exploration of an unfamiliar situation and is open ended. It is different from problem solving, which has a definite goal, that is, to solve a problem.

In mathematical investigations, learners pose their own problems after they have initially explored a mathematical situation. When learners explore a situation and formulate a problem and its solution, they develop independent mathematical thinking from organizing and recording data, searching for patterns, conjecturing, inferring, justifying, and explaining conjectures and generalizations.

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**It is these thinking processes that enable learners to develop a deeper understanding of mathematics, apply mathematics in other disciplines and in everyday situations, and solve mathematical and nonmathematical problems.**

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A scientific investigation uses systematic processes that involve measurable observations to formulate, test, or modify a hypothesis in search of an answer to a question. People use scientific investigations to develop better models and explanations of the world around them. In short, investigations provide learners with opportunities to operate like mathematicians and scientists.

### You can use investigations to help learners:

- develop problem-solving and decision-making skills;
- enhance questioning techniques and critical thinking skills;
- think logically as well as creatively;
- practice observation and inquiry skills;
- develop higher-order thinking skills;
- actively engage in practical "hands-on," "minds-on," and "hearts-on" activities;
- experience how scientists and mathematicians work; and
- conduct scientific and mathematical research.

### Six basic steps in conducting science investigations

1. Observe something of interest.
2. Formulate a question that can be answered in a measurable way.
3. Formulate a hypothesis (a tentative or an educated guess) or conjecture that answers the question based on experience or research.
4. Design an experiment from which data can be gathered to test the hypothesis or conjecture.
5. Analyze data and observe patterns.
6. Make conclusions based on evidence.



Table 5.6 Processes in Conducting Mathematics and Science Investigations

STEP	MATHEMATICS	SCIENCE
1	Study a situation.  Explore a given problem about a situation.  Write some questions you would like answered.	Observe something of interest.  Pose several questions about it.
2	Choose a research question to investigate more deeply.	Choose/Define/State a specific problem.
3	Predict what the outcome will be. Make conjectures.	Make a hypothesis about the relationship between the variables that can be tested.
4	Develop a plan to test your conjectures.	Design a fair test; include the equipment or apparatus needed, what will be measured, the range of readings, and safety issues.
	Gather data based on computations made and other sources.	Carry out a systematic method of collecting data and organizing them in tables or charts.
5	Analyze the data and prove (or disprove) the conjectures you made.	Analyze the data collected and look for patterns.
6	Make a generalization or rule.	Make a generalization/conclusion on the basis of collected evidence. Accept or reject the hypothesis.

Note that, in science, the topics for investigation are often based on real-life situations, hence the investigations are integrated with theories, concepts, and skills from life sciences, physical sciences, and Earth sciences. In mathematics the topics may be abstract but can also be based on real-life contexts relevant to learners.

Whether done in mathematics or science, investigations involve the use of scientific inquiry skills. Learners learn how to ask questions, collect evidence from a variety of sources, develop an explanation from the data, and communicate and defend their conclusions.<sup>20</sup>

### Topics Suitable for Investigations

All investigations start off with a problem or a question, something learners are unsure of and want to know about. The complexity of the investigation will depend on the grade level and the learning area but even young learners can engage in investigations or inquiry-based activities.

Investigations can be structured in the beginning. In a **structured investigation**, you have to identify the problem to be solved and guide learners on how to do the investigation.

In an **open-ended investigation**, learners identify the question to be answered or the problem to be solved and design their own fair test to answer the question or solve the problem.

<sup>21</sup> National Science Teachers Association. NSTA Position Statement–Science Inquiry, 2004, United States. <http://www.nsta.org/about/positions/inquiry.aspx>

<sup>22</sup> Learners can use concrete materials to help them investigate and solve the problem.

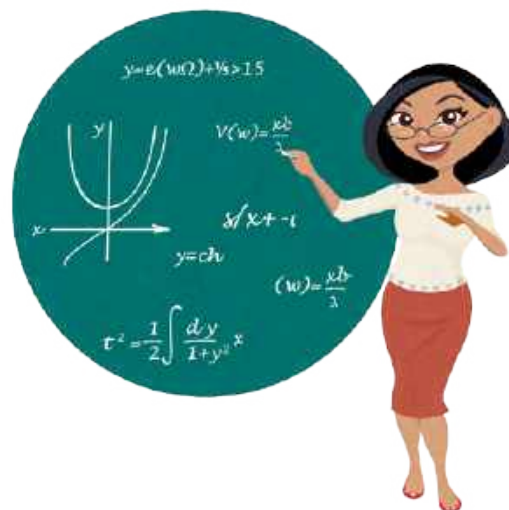
**Table 5.7** Examples of Topics Suitable  
for Investigations (by Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10									
<b>MATHEMATICS</b>											
<p>Building a tall and sturdy tower using different shapes</p> <p>Filling up a Magic Box (a grid showing an arrangement of numbers and with one blank box) and determining the magic number (or the total of numbers in rows, columns, and diagonal) using numbers from 1 to 9<sup>21</sup></p> <table border="1"> <tr> <td>8</td><td></td><td>6</td></tr> <tr> <td></td><td>5</td><td>7</td></tr> <tr> <td>5</td><td>9</td><td></td></tr> </table> <p>Addition or subtraction of 2 four-digit numbers with missing digits in each set</p>	8		6		5	7	5	9		<p>Multiplication of 2 four-digit numbers with missing digits in each set</p> <p>Use of Venn diagrams to identify Highest Common Factor (HCF) and Lowest Common Multiple (LCM)</p> <p>Finding the total number of handshakes if N participants shake hands once with each participant</p>	<p>How spheres can be stacked efficiently</p> <p>Transformation of graphs of function</p> <p>Intersection of N-lines</p> <p>Origami tessellation on shapes</p>
8		6									
	5	7									
5	9										
<b>SCIENCE</b>											
<p>Materials that produce sounds</p> <p>Living things in the school garden</p> <p>Sizes and shapes of shadows at different times of the day</p>	<p>Length of time it takes for sugar cubes to dissolve in water at different temperatures</p> <p>How much weight a model boat can float.</p> <p>How much weight can be supported by various models/toy boats of various sizes</p> <p>Design of a model parachute to make sure that a breakable load (or a big animal/weight) being transported can land safely on the ground</p>	<p>Quality of drinking water used in the community</p> <p>Given some data, prediction on when a volcano will erupt (a simulation)</p> <p>Energy-saving devices that produce less emissions</p>									

## Modelling a Teaching and Learning Activity Using Investigations

### Before the activity

1. Explain to the learners and model the steps on how to carry out an investigation. Guide them as they practice the steps.
2. Choose a topic in mathematics or science that you want to investigate and that can be done within a class period, if possible.
  - In mathematics, have the learners study the situation/problem and consider possible ways of solving it.
  - In science, familiarize the learners with the parts of an investigation: the problem, hypothesis and rationale for the hypothesis, design of the experiment, variables (both controlled and changed) being studied, data analyzed, and conclusion.
3. Use guided investigations in some class activities before requiring learners to do open-ended investigations.



<sup>21</sup> Learners can use concrete materials to help them investigate and solve the problem.

### ***During the activity***

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1. Introduce the same situation for learners to work on. It will be easier to manage post-activity discussion this way even if learners come up with different solutions.
2. Guide the learners as they navigate through the different steps in doing the investigation. Move around to check if learners are on task.
  - In mathematics, remind learners to brainstorm with their group on possible solutions, write down ideas presented, and decide which solutions are feasible.
  - In science, observe how learners:
    - design or plan what to do;
    - carry out or do the practical work and record the results;
    - interpret and work out what the results mean; and
    - if possible, derive conclusions from the evidence gathered.
3. Give the class time to prepare for sharing of their results.

### ***After the activity***

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1. Ask some groups to present their outputs. Encourage the groups reporting later to highlight solutions that have not yet been presented.
2. Discuss commonalities and differences in the learners' solutions.
3. Discuss the knowledge and skills that they acquired by doing the investigation.

### **Using Investigations as Assessment Activities**

An investigation is an authentic task. Learners choose a suitable question to investigate, consider the variables involved in their investigation, conduct the investigation using inquiry skills, record and organize data and solutions, process and evaluate data, analyze results in relation to their original question and hypothesis, and make a conclusion based on evidence. Using investigations as assessment activities gives value to the learning process as much as to the finished product.

### ***Assessment methods***

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- Observation of learners as they conduct the investigation
- Talking to learners
- Analyzing learners' products (outcome of an investigation)

### ***Content and skills that can be assessed***

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- Knowledge and skills from the learning area when analyzing the outcome of an investigation
- Twenty-first-century skills
- Cognitive skills such as understanding, applying, analyzing, evaluating, and creating
- Inquiry skills of asking questions, observing, devising and conducting tests or experiments, gathering evidence, presenting evidence visually, graphically, and in written form, and drawing conclusions

### ***Collecting and recording methods***

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- Class grid
- Class checklist
- Anecdotal records
- Photographs or video footages

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Ongoing throughout the investigation
- Self-assessment
- Peer assessment

## Journals

**Journals** are diaries where learners keep a record of important daily events, experiences, observations, or thoughts and ideas while in class.

Encourage learners to write extensively in their journals about particular topics or experiences. Journal entries are different from essays because a journal is more personal in nature and focuses on the ideas, views, and feelings of the writer rather than on format and style.

Journals provide you with opportunities to get to know your learners' strengths, weaknesses, concerns, interests, learning styles, and levels of learning. This information can help you decide on how best to deliver new lessons to meet individual learning needs.

### You can use journals to help learners:

- express their thoughts, feelings, and experiences;
- record details of events and challenges they dealt with;
- analyze relationships with others and the environment;
- consider important values and reflect on different points of view;
- experiment with new writing styles;
- synthesize ideas, experiences, and opinions before and after instruction;
- process what they have learned in activities and express their personal views and comments about the activities;
- reflect on their learning and set personal and academic goals; and
- reflect on and verify their academic and personal growth by reading past entries.

## Topics Suitable for Journals

The best time to have learners write in their journals is when they are inspired to write.

Learners may write either daily or only when they have the urge to write. Journal writing may also be scheduled at specific times.

Either way, it is essential for you to monitor the journals regularly to ensure all learners are contributing personal experiences and also using the journal as a tool to assist them to reflect on and improve their learning.

### Modelling a Teaching and Learning Activity Using Journals

#### *Before the activity*

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1. Help learners to choose appropriate materials that will help motivate and inspire them to write.
  - Learners can decide on the journal to use depending on availability. They may use a regular notebook with a personalized cover or a commercially produced diary.
  - Learners can use quality writing materials (e.g., fountain or calligraphy pens, colored pens, or pencils) that get them in the mood to write.
  - Learners can also use electronic devices with software such as Notepad and Microsoft Word, or specialized journal-writing software like Life Journal.
  - Learners can use notepads in their mobile phones to store important notes that they can refer to at a later time.
2. Guide the learners in selecting suitable topics.
  - Utilize brainstorming and round-robin<sup>22</sup> activities to generate possible topics. One characteristic of journal writing is that it encourages learners to be flexible with their ideas.
  - You can also provide a list of topical issues or prompts to stimulate learners to write in their journals.

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<sup>22</sup>Round-robin: Place manila paper on tables round the room. Ask learners to generate broad headings for writing on each piece of paper. Divide learners into groups. Have them move around the room, staying about two minutes at each piece of manila paper and writing new topics under the broad headings. These topics could be compiled in a folder as a classroom resource.

### ***During the activity***

1. Encourage learners to experiment with writing styles. They may use songs, poems, riddles, and quotes to express ideas.
2. Give learners time to write their journal entries. They may write in class or outside the classroom and school.

### ***After the activity***

1. Allow the learners to decide whether they will share what they have written in their journals. They can share their work in small groups so everyone gets to participate. Their groupmates can respond to their journal entries with constructive comments and questions.
2. You can sometimes use the content of journals as feedback on how to help learners and scaffold their learning.
3. From time to time, ask learners to reread old journal entries, and reflect on their thoughts.

### **Using Journals as Assessment Activities**

#### ***Assessment methods***

- Talking to learners/conferencing
- Analysis of learners' products

#### ***Content and skills that can be assessed***

- Knowledge and skills in various cognitive process dimensions such as remembering, understanding, and applying, and higher-order skills like creating, evaluating, and synthesizing ideas
- Attitudes and values
- English language skills
- Twenty-first-century skills

#### ***Collecting and recording method***

- Class checklist

#### ***Tool to support consistent judgements***

- Rubric

### ***Feedback to learners***

- Give feedback as the learners write in their journals. Focus on a different group of learners each day.
- Ask the learners questions and give them constructive comments. Highlight what they have done well and give tips on how they can improve their journal entries.
- You can also write constructive comments on journal entries.
- After the learners have shared their journal entries in small groups, they can also give peer feedback based on rubrics or the assessment criteria.

**Table 5.8** Sample Topics for Journal Writing

TOPIC	DESCRIPTION
Observations on class activities	Learners will detail what they have observed during class activities such as science experiments, exhibitions of local games during physical education classes, field trips, or a visit to the school garden.
Reflection on events, articles, quotes, ideas, learning activities	Reflection on a range of topics can provide learners with opportunities to express their personal opinions, reflect on their position on certain social issues, and reflect on their personal and learning goals.
Memorable moments	Journal writing can be useful in language and values education or edukasyon sa pagpapakatao classes. Learners can write about their personal memories related to the theme being discussed in class.
Impressions on books, movies, and music	Learners can use a journal to write their reviews on books read and movies and music videos seen.
Remarkable places	Learners can write about their field trips to places in the community or elsewhere that have inspired them.



Film Analyses

**Film analysis** refers to the process of viewing and studying visual media such as movies, documentaries, and video clips for their content, cinematography, sound editing, and other technical aspects.

A movie analysis stimulates the learners' reflective thinking skills as they appreciate the significance of the stories depicted in movies with the prevailing social issues and realities of life in a complex, rapidly changing world. Movies promote better understanding of the history, literature, and culture of people and places. Thus, movie analysis is particularly relevant to use for learning areas like English; araling panlipunan (AP); edukasyon sa pagpapakatao (EsP); music, arts, physical education, and health (MAPEH); and science.

Analysis of documentaries helps learners to understand the content of a documentary, the social issues it exposes, and the message it conveys. Learners apply critical thinking skills to identify the points of view that are presented or omitted in the documentary. They also recognize how the director presents his/her perspective on the documentary's message.

You can use film analysis to help learners:

- develop critical understanding and interpretation of visual media;
- develop effective writing skills including planning, drafting, and editing;
- stimulate constructive and critical thinking skills and reasoning;
- enhance their higher-order thinking skills like analyzing, evaluating, and creating; and
- develop other twenty-first-century skills.



Topics Suitable for Film Analyses

In a classroom activity, choosing the right material for film analysis is critical. Movies or documentaries should have the appropriate rating by the Movie and Television Review and Classification Board (MTRCB). Their content and messages should be relevant for the learners so you should view all materials before showing them.

Movies and documentaries should also be aligned with the curriculum content for the learning area in which they are used. Table 5.9 presents the basic components of a film analysis and sample learning competencies that they could develop in the learners.

Table 5.9 Sample Competencies Developed through Film Analysis

SAMPLE COMPETENCIES DEVELOPED PER KEY STAGE	
GRADES 4–6	GRADES 7–10
<b>Condensed plot synopsis</b> A brief description of the plot or theme. It emphasizes the most important moments of the visual media without revealing its ending.	
Making connections between information viewed and personal experiences	Narrating events chronologically/arranging ideas logically  Summarizing content  Establishing connections between events and how these lead to the ending
<b>Background information</b> Information about the actors, director, and production staff of the movie or documentary. It also includes interesting information about the movie or documentary such as its production, source material, and genre.	
Describing different forms and conventions of film and moving pictures (e.g., direction, characterization)  Inferring the target audience	Identifying the genre  Comparing and contrasting presentation of the same topic in different genres  Relating content to previous experiences

Table 5.9 (cont.) Sample Competencies Developed through Film Analysis

SAMPLE COMPETENCIES DEVELOPED PER KEY STAGE	
GRADES 4–6	GRADES 7–10
<b>Abbreviated arguments</b> This section is generally the main focus of the film analysis as the viewer critiques the movie or documentary. The focus is to identify what worked and did not work in the movie or documentary and why.	
Determining images and ideas that are explicitly used to influence viewers  Describing different forms and conventions of film and moving pictures (e.g., lights, blocking, acting, dialogue, setting)	Making a stand on the material viewed  Expressing one's beliefs/convictions  Inferring thoughts, feelings, and intentions  Providing critical feedback on the ideas presented  Appraising the unity of plot, setting, and characterization to achieve the writer's purpose or use of facts and imagery to convey the key message of the movie or documentary
<b>Evaluation</b> Includes a recommendation on whether the movie or documentary is worth viewing based on the viewer's arguments  Conveys the entire tone of the analysis as influenced by the viewer's evaluation of the movie or documentary  Contains a fairly clear idea of the viewer's opinion of the movie or documentary	
Identifying real or make-believe, factual or nonfactual images	Differentiating reality from fantasy  Analyzing elements that make up reality and fantasy  Discerning positive and negative messages conveyed  Assessing the relevance and worth of ideas presented  Sharing personal opinions and expressing insights about the ideas presented  Detecting bias and prejudice

## Modeling a Teaching and Learning Activity Using Film Analysis

### Before the activity

1. Give the key elements that the learners will consider as they view the movie or documentary. You may also formulate guide questions that they will answer after the viewing. The elements and questions will vary according to the visual media. For movies, for example, you may focus on character, plot, and setting, while for documentaries the focus may be on issues and themes.
2. Ask learners to find out the following information about the movie or documentary:
  - title
  - year it came out
  - director's name
  - names of the lead actors for movies or commentator and resource persons for documentaries
  - genre
3. Formulate assessment criteria and rubrics with the learners to explain how their film analyses will be assessed.
4. Prepare the multimedia materials and equipment.
5. Review the components of a film analysis.

### During the activity

1. Remind learners to take notes on the movie or documentary as they watch it, particularly of information relevant to the basic components of film analysis.
2. Complete the written analysis of the movie or documentary.

### After the activity

1. Encourage learners to observe and analyze the mechanics of the movie or documentary and how the different components came together.
2. In small groups ask the learners to discuss and share their ideas about the movie or documentary. During the discussion have them refer to the guide questions prepared before the activity.

Using Film Analysis as Assessment Activities

Assessment methods

- Observation
- Analyses of learners' products (written film analyses)

Content and skills that can be assessed

- Language use
- Understanding of the learning area content
- Attitudes and values
- Twenty-first-century skills

Collecting and recording method

- Class checklist

Tool to support consistent judgements

- Rubric

Feedback to learners

- Oral or written feedback from the teacher
- Self- and peer assessment based on the rubric

Oral Presentations

**Oral presentations** are brief reports on a focused topic delivered to a group of listeners in order to impart knowledge or to stimulate discussion. In these presentations, learners present their ideas verbally, with or without visual aids.

Oral presentations involve both a speaker and an audience. The speaker bears in mind that a good presentation involves attention to the needs of the audience, careful planning, and delivery.

The audience also plays a key role in how well a presentation goes, as they:

- listen attentively and focus on the presentation;
- take notes or jot down interesting facts;
- ask questions only after the presentation; and
- participate in the question-and-answer period after the presentation.

You can use oral presentations to help learners:

- in any learning area;
- in their individual or collaborative work;
- enhance or support their use of technology;
- develop important communication skills;
- develop twenty-first-century skills;
- demonstrate their learning in varied ways; and
- develop self-confidence.

Topics Suitable for Oral Presentations

Language classes place emphasis on oral language so sometimes they require learners to come up with oral presentations.

The list of topics for oral presentations is endless; the topics should be selected with the audience in mind. They can be related to personal experiences or can provide a summary of group discussions. They can be a recital or can present particular points of view on a topic.

— Table 5.10 Sample Topics Suitable for Oral Presentations —

K-GRADE 3	GRADES 4-6	GRADES 7-10
Personal recount of experiences	Personal recount of experiences	Summaries of group discussion
Descriptions of the favorite things learners bring to class	Summaries of group discussions	Point of view on a topic
Learners' responses to who, what, where, when, and how questions asked by the audience	Retelling of stories or movies	Recitals of poems or literary texts
	Recitals of poems	Explanations of why things happen
	Point of view on a topic	

Oral presentations may also be appropriate after learners have completed class activities such as:

- a reading activity;
- a project or an activity;
- library research;
- a survey to gather information;
- a science investigation;
- an educational field trip; and
- other learning experiences that require reporting.

Following are some tips for learners in preparing oral presentations.

- Know your audience: their backgrounds, knowledge of the material you are presenting, and what they expect of the presentation.
- Choose a topic that is interesting and relevant to your audience.
- Plan a logical flow: (1) set the stage (beginning), (2) tell the story (middle), and (3) have a big finish (the end). This way, your main message is clearly understood.
- Plan to use short, simple sentences to express your ideas clearly.
- Use appropriate technology (slides, photographs, graphs, and the like) to enhance your presentation.
- Practice and time your presentation; the more you practice, the better your presentation will be. If possible, record yourself and listen to your presentation. If you cannot record yourself, ask a friend to listen to you and ask for his/her feedback.
- Write short notes in bullet points on cue cards. Have your notes ready in case you forget anything.



## Modelling a Teaching and Learning Activity Using Oral Presentations

### *Before the activity*

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1. Show several examples of oral presentations.
2. Discuss why the learners are required to come up with oral presentations. Clarify the main purpose these presentations serve.
3. Provide assessment criteria for an effective oral presentation.
4. Develop with the learners a rubric for the oral presentation based on the assessment criteria that relate to the choice of topic for the presentation and the language, gestures, and body language of the presenter.
5. Give learners time to research on their topic. Remind them to choose one that is relevant to the content they will be presenting and to the cognitive level of their audience.
6. Model to them how to prepare visual aids and other materials that they will use while giving their presentations. These include PowerPoint slides, charts, and cue cards.
7. Encourage learners to think about other aids they may wish to use (e.g., objects brought from their homes or the local community).
8. Remind them of the responsibilities of the audience.

### *During the activity*

---

1. Call on learners to deliver their oral presentation. Remind them of the following:
  - The speaker should stand confidently, make eye contact with the audience, and use appropriate gestures throughout the presentation.
  - The speaker should use appropriate language and intonation to maintain the interest of the audience. He/She should use visual aids as required.
  - The audience should listen attentively to the presentation.
2. Learners do peer evaluation of the oral presentation using the rubric.

## *After the activity*

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1. After the presentation, learners meet in small groups to give each other constructive feedback on what they did well and tips for improvement.
2. Ask them to do self-assessment using the same rubric they used for peer assessment.
3. Hold a conference with learners to compare their self-assessment with your own assessment and that of their peers.
4. Use the information you gathered to inform your next steps in your teaching strategies.

## Using Oral Presentations as Assessment Activities

### *Assessment methods*

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- Observation
- Talking to learners/conferencing

### *Content and skills that can be assessed*

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- Language use
- Presentation skills including:
  - eye contact, gestures, body language, intonation
  - content and organization of ideas
  - use of visuals
  - engagement with the audience
- Knowledge and skills in various cognitive process dimensions such as remembering
- Attitudes and values
- Twenty-first-century skills

### *Collecting and recording methods*

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- Class grid
- Class checklist

### *Tool to support consistent judgements*

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- Rubric

### *Feedback to learners*

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- Oral feedback from the teacher
- Self- and peer assessment

## Projects

Designing and undertaking a project involves the learners in solving a practical problem. Projects are based on the principle of "learning by doing." Thus, they provide learners with opportunities to demonstrate their creativity and resourcefulness. They also require learners to apply specific knowledge or skills as they participate actively in class work.

You may give the topic for a project, but the learners themselves should plan and execute it, whether individually or in groups. Examples of projects include designing and building a rocket model, making a kite, demonstrating a science experiment, or writing a poem about a favorite object or somebody special. It may involve presenting content in a novel way. For instance, learners can present information by constructing a model rather than writing the information in an essay. Or they can display information and illustrations on a chart or through a multimedia presentation.

### You can use projects to help learners:

- in any learning area;
- stimulate constructive and creative thinking;
- develop problem-solving and critical-thinking skills;
- improve psychomotor and cognitive coordination;
- engage actively in their learning; and
- promote social interaction and collaboration with their classmates.

### Topics Suitable for Different Projects

Topics for projects vary according to the learning area and type. There are three basic project types: problem, constructive, and aesthetic.

The **problem-type project** requires learners to investigate and resolve or give solutions to a problem.

A **constructive project** focuses on the physical and practical applications of knowledge and skills. It allows learners to design, make, and appraise materials or objects used in the project.

An **aesthetic project** encourages learners to express their appreciation of events, objects, places, people, and experiences in the output they produce.

Table 5.11 Sample Topics for Different Project Types  
(per Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10
<b>PROBLEM TYPE</b>		
Designing and making a toy  Developing a class shop where learners can role-play buying and selling things  Building a robot	Designing experiments to show changes that materials undergo  Undertaking a survey to gather data about common illnesses in the community  Interpreting product labels to reach a conclusion	Designing experiments to test hypotheses  Implementing a community action program to raise awareness of a local social issue  Conducting SWOT analysis to assist in solving a problem
<b>CONSTRUCTIVE TYPE</b>		
Paper folding  Recycling of scrap materials  Creating a model of a home  Planting a school garden bed  Planning and performing a song or dance number for the school concert	Making a model of a body with organ systems  Creating advertisements or logos  Developing tools to promote a green and clean community (e.g., recycling bins, compost heaps)	Designing and developing prototypes  Creating models of different molecules  Decorating cupcakes and pastries for a school function
<b>AESTHETIC TYPE</b>		
Creating art works from materials in the local environment  Putting up an art exhibition of local arts and crafts  Working with the community to prepare a feast of local food  Making posters to promote local celebrations and festivals  Making up games or dances based on music with different tempos	Preparing a multimedia presentation about national heroes  Designing an event to promote local and regional products  Creating ethnic art and symbols  Creating a social media campaign to promote Philippine celebrations and festivals	Planning and performing in a theatrical play  Preparing an art exhibition and evaluating works of art  Creating and organizing musical performances

## Modelling a Learning and Teaching Activity Using Projects

### Before the activity

1. Set the context by highlighting the content or skills that you expect the learners to emphasize in their projects.
2. Give inspiration to the learners by asking questions and presenting examples of projects.
3. Encourage learners to suggest projects that they can work on.
4. Assist or guide the learners in making a project plan.
5. Provide learners with need-to-know and need-to-do lists so that they will be guided and kept engaged with their target content and skills.
6. Provide the list of materials needed.
7. Agree with the learners on the timelines for them to follow to accomplish their projects.
8. Discuss with the learners the assessment criteria or rubric on which the project will be judged.
9. Solicit from the learners the rules or guidelines they will follow while working on a project (e.g., observing cleanliness, safety, punctuality, team work, and the like while working).

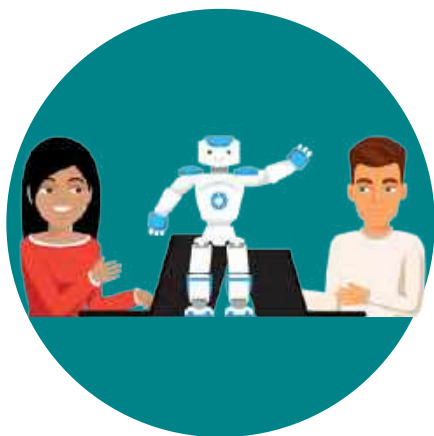
### During the activity

1. As projects normally take a few lessons to complete, model processes to monitor progress as the learners work on their projects.
2. Mill around the classroom and observe the learners. Coach and monitor them as they work. Acknowledge what they are doing well and give tips on how to improve their work, if necessary.
3. Ask challenging questions to help learners clarify their ideas and progress with their work.
4. Remind learners of the assessment criteria or rubric and timelines.
5. Avoid imposing your own ideas on the learners. Instead, lead them to explore their ideas and accomplish their tasks independently. Allow them to learn from mistakes.

## After the activity

---

1. Display the projects or have the learners present them.
2. Guide the learners on how to assess their own and their peers' work. Lead them to focus on the processes used and the final product in relation to the assessment criteria.
3. Raise reflective questions. Provide time for reflection as learners think and talk with others about aspects of their projects. Below is a list of possible questions you can use:
  - What was the project all about?
  - Did you follow the procedure on how to do it? Why? Why not?
  - Were you able to finish the project before the deadline? Why? Why not?
  - What challenges or problems did you encounter while working on your project?
  - How did you resolve them?
  - What can you say about your project?
  - How did you feel after you finished your project?
  - What do you think was your most important contribution to the project?
  - What was your most memorable experience while working on the project?
  - What did you learn throughout the project?
  - What would you do differently if you were to do a similar project in the future?



## Using Projects as Assessment Activities

### Assessment methods

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- Observation (of the processes used)
- Conversation with learners
- Evaluation of learners' products (projects)

### Content and skills that can be assessed

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- Knowledge and understanding of learning area content
- Cognitive skills
  - Remembering—recalling the concepts and facts presented in the lesson
  - Understanding—inferring from the situations given by the teacher, interpreting problems, classifying and comparing characteristics of objects, and explaining outputs
  - Applying—executing skills, applying the concepts to the learners' plans and designs
  - Analyzing—planning the project, deciding on the materials and their quantity, differentiating, organizing examples, solving problems
  - Evaluating—critiquing and modifying work, writing reflections
  - Creating—generating innovative ideas, planning the design, producing the projects

### Collecting and recording methods

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- Checklist
- Class grid

### Tool to support consistent judgements

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- Rubric

### Feedback to learners

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- Immediate, or during the crafting of the project using rubrics
- After the presentation of the project
- Peer assessment
- Self-assessment using rubrics



Share the following tips to the learners who will work on projects.

- Begin the project by planning early so you have time to complete everything you need to do.
- Understand the details of the given instructions.
- Pick a focus and try to narrow down broad topics. Do not choose a broad topic.
- Make a list of the materials you will need. Before starting a project, make sure to have all the materials you need.
- Allot time wisely by dividing your project into manageable chunks and assigning time for each chunk.

You may do the following for your learners from indigenous communities:

- Invite a community/tribe elder to guide learners in planning a project that is relevant to the community.
- Time the activity to align with their daily tasks or with their rituals, festivals, or seasonal events.
- Display their projects in a public area for the community to appreciate.
- Collaborate with the learners' parents in providing feedback on their children's work progress and final output.
- Invite local artists, experts, and keepers of cultural knowledge to help assess the learners' output.

Here are some pointers to encourage learners with special needs to actively participate in project making:

- Help in planning the project with the learners. Match the project to their interests, abilities, and capacity to accomplish the task.
- Help them to organize their materials.
- Provide appropriate space where they can work.
- Guide them while they work.
- Give them a longer timeline to allow them to complete their work.
- If necessary, provide assistive devices and appropriate technology for them to use.

## Role-Plays

A **role-play** is a speaking and acting activity in which learners pretend to be something or someone in an imaginary or simulated situation. The learners assume and act out their assigned role or character. This motivates learners as they interact with their peers while they portray their roles or characters.

Since a role-play involves assigning roles to different people, it is highly participatory. It also promotes cooperative team work among groups of learners.

**You can use role-playing to help learners:**

- in most learning areas, especially in English, Filipino, araling panlipunan, and edukasyon sa pagpapakatao;
- empathize with others and see things from different perspectives;
- develop communication and language skills;
- act out and make sense of real-life situations;
- develop social skills as they collaborate with others;
- express their ideas and feelings in a relaxed environment; and
- foster creativity and imagination.

## Topics Suitable for Role-Plays

There are an infinite number of topics suitable for the two main types of role-plays: individual and interactive.

**Individual role-playing** scenarios can be used by a solo learner to explore and demonstrate knowledge and skills he/she has learned. **Interactive role-playing** enables groups of learners to collaborate in exploring an issue and demonstrating what they have learnt about it.

Topics for role-playing may relate to sequencing events from a story on family, core values, human rights, environmental awareness, and drug education, among others.

Before the activity

1. Define the lesson objectives as you answer these questions:
  - Why do you want to include role-play activities in the lesson?
  - What topics do you want the lesson to cover?
  - How much time do you and your class have to work on the role-plays?
  - What do you expect from the learners' presentations?
  - Do you want the learners to do individual or interactive role-playing?
2. Formulate and discuss the assessment criteria and rubrics with the learners.
3. Help the learners prepare their materials (e.g., script, costumes, props).

During the activity


1. Discuss the topic, steps, and rules and remind learners of the assessment criteria.
2. Find a suitable space where groups can spread out, plan, and rehearse.
3. Walk around and observe each group. Give informal feedback on what they are doing well. Give tips for improvement of their work.
4. Remind the learners to present their role-plays within the agreed time limit.

After the activity

1. Discuss the topic and the roles played.
2. In the lower grades, ask learners to share their feelings about the activity and the roles they played. In the higher grades, role players may evaluate their own performance using the rubric.
3. Peers can assess the performances of their classmates and give feedback using the assessment criteria and rubrics. They can comment on what their classmates did well; they may also point out areas that need improvement.
4. You may also give constructive comments.

Table 5.12 Sample Topics for Different Role-Play Types (per Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10
INDIVIDUAL ROLE-PLAY		
Home activities such as getting ready to go to school or helping the family  A simple story told while learner is in character	News or weather report  Hosting a program  Traits of characters in stories	Significant moments of national heroes  Characterization in poems, plays, and other literary works  Television advertisements that market local business in the community
INTERACTIVE ROLE-PLAY		
A story or rhyme  What to do in different kinds of weather (e.g., hot, wet, windy, or stormy)	Emergency drills for disaster risk reduction  Safety and first-aid procedures  A traditional story/fable that emphasizes key messages	Town/community meeting to discuss a local issue  Scenarios about how to say no to substance abuse (cigarettes, alcohol, illegal drugs)

An illustration of a role-play stage. The stage has a red and white striped canopy with a sign that says "Role-Play". On the stage, there are four children and several puppets. One child is holding a pink cat puppet, another is holding a white rabbit puppet, and a third is holding a brown bear puppet. A fourth child is standing to the right, waving. The stage is decorated with colorful lights.

## Using Role-Plays as Assessment Activities

### ***Assessment methods***

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- Observation (e.g., planning of role-plays, working with the team, actual role-plays)
- Talking with learners (about their preparations for the role-plays, the knowledge they learned, their feelings about the activity, and their self- and peer assessments)

### ***Content and skills that can be assessed***

---

- Knowledge of content demonstrated in a role-play
- Cognitive skills such as remembering lines or dialogues in a role-play, organizing ideas, sequencing events, creativity in presentation and use of props
- Language and drama skills

### ***Collecting and recording methods***

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- Class grid
- Class checklist

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Rubrics
- Peer assessment
- Self-assessment

## Surveys

A **survey** is a process of gathering and analyzing data that is collected using a wide variety of data collection methods.

Survey instruments usually involve questionnaires from a sample of individuals or a population. The questionnaires include a script for presenting a standard set of questions and response options.

In general, survey questions should:

- contain only one idea or question;
- be written in neutral language to avoid leading the respondent to a specific answer;
- use simple and clear language;
- contain response options that are simple, clear, consistent, and include the full range of responses that might occur; and
- be mutually exclusive and exhaustive so that a respondent can pick one and only one option.

### **You can use surveys to help learners:**

- in many learning areas;
- determine the views and perceptions of a target population in an efficient way;
- develop analytical skills, observation, and higher-order thinking skills through the various activities such as constructing questions, collating, and analyzing responses;
- understand different survey question types and the type of data each will generate;
- demonstrate interaction, collaboration, and teamwork;
- exhibit skills on leadership, taking the initiative, and decision making;
- utilize modern technologies for learning purposes; and
- use real-life information.

Topics Suitable for Surveys

Surveys can be used to elicit information regarding attitudes, opinions, behaviors, ideas, experiences, and values.

Table 5.13 Sample Topics for Different Surveys (per Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10
Favorite food, colors, games, and other simple likes and dislikes	Interests, hobbies, and recreational activities	Internet and social media safety
Favorite picture books	Fiction book preferences of elementary-school learners	Favorite local literature and writers
Computer games or applications used by elementary-school learners	School-related and nonschool-related computer use of learners	Inventory of learners' skills on ICT software programs and applications
Places in the community where one can buy goods and services	Agricultural and industrial products in the municipality	Types of local businesses in the province
Filipino traditions that show respect	Local celebrations	Religions of people in the community
Fruit and vegetable preferences of elementary-school learners	Household chores of elementary-school learners	Income opportunities for young adults
Folk songs known to elementary-school learners	Local songs about the environment	Song choices of participants in local competitions
Filipino games played by elementary-school learners	Sports involvement of elementary-school learners	Exercise habits of young adults

Modelling a Teaching and Learning Activity Using Surveys

Before the activity

1. Establish the purpose for the survey.  
Ask the learners to ask the following questions to determine the kinds of questions they have to construct
  - What are your goals in using surveys to gather data?
  - What data do you wish to gather?
  - How will you use the data?
2. Determine the main topics to be covered by the survey.
3. Find out the characteristics of the target population.
4. Determine the sample size for the survey. Consider the number of people to be surveyed, as well as the type of people to be surveyed. Remember that the survey should be manageable for the learners.
5. Decide on the duration or time frame of the survey.
6. Decide on the kind of questions needed for each topic.
7. Develop the survey outline and draft the questions.
8. Assist the learners in informing and seeking the permission of the target respondents.

During the activity

1. Remind the learners of the guidelines for conducting surveys.
2. Administer the learners as they conduct their surveys.
3. Give the learners feedback on what they are doing well and the areas they need to improve on. Keep reminding them about the important skills and knowledge they have to demonstrate.

4. After the surveys, show the learners how to tabulate and collate the data.
5. Have them present their findings in class. Encourage them to use graphs, diagrams, and tables to synthesize and summarize the findings.

### ***After the activity***

---

1. Summarize the main findings.
2. Guide learners in reflecting on what they learned when they were conducting their surveys and analyzing the results.
3. Encourage learners to identify ways to improve the activity and their learning through a self-assessment activity.
4. Decide if further actions need to be undertaken based on their findings.

## **Using Surveys as Assessment Activities**

### ***Assessment methods***

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- Observation
- Talking to learners about their survey questions and the survey process
- Analyzing the presentation of findings

### ***Content and skills that can be assessed***

---

- Knowledge of content (theme/topic)
- Cognitive skills
  - Logical flow of ideas through the development and sequencing of questions
  - Understanding of the types of questions the learners will ask and the sort of data they will generate
  - Analysis of the survey results
  - Drawing inferences and conclusions based on the results

- Other skills
  - Surveying skills
  - Teamwork and collaboration
  - Note-taking and documentation
  - Rapport with respondents
  - Safety skills during conduct of the surveys

### ***Collecting and recording methods***

---

- Class checklist to cover information during the survey preparation, process, and presentation

### ***Tool to support consistent judgements***

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- Rubric

### ***Feedback to learners***

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- Teacher feedback: Give feedback to learners at any stage throughout the process. This includes giving suggestions on how to improve an activity if it were to be used or repeated in the future.
- Peer assessment: At any stage throughout the process the learners can give their insights and positive comments to help each other improve on their use of surveys.
- Self-assessment: Using a rubric, learners can rate themselves on how they carried out the survey process. Encourage them to reflect on their own learning and to take responsibility for improving their learning.



Think-Pair-Share Activities

**Think-Pair-Share** is a teaching and learning strategy that can also be used as an assessment activity where a question is posed to learners. Learners think of responses to the question individually at first, then they form pairs and discuss with their partners possible answers to the question. Together, the partners agree on answers that they then share with the rest of the class.

Think-pair-share activities can include a wide variety of daily classroom activities such as brainstorming on a specific topic, reviewing for a quiz, and gathering points of view about an issue. Using these activities, you will have opportunities to listen to and hear the views of many learners, including the quiet ones. You will also get to observe learners as they interact in pairs and small groups, determine their understanding of the content, and decide if you have to review some concepts.

You can use think-pair-share activities to help learners:

- in most learning areas;
- interact with their classmates through collaborative learning;
- develop conceptual understanding;
- develop the ability to filter information and draw conclusions;
- deepen their understanding of concepts while practicing verbal skills;
- participate in discussions;
- communicate their ideas and consider the opinions of others;
- improve their socialization skills as they work with their classmates; and
- develop higher-level thinking skills.

Topics Suitable for Think-Pair-Share Activities

In the early grades, think-pair-share activities can be used to stimulate the learners' ideas on topics such as their practices on saving water, health and eating habits, study habits, help with household chores, and their part in taking care of their pets. Using think-pair-share activities, they can compare their own practices and activities with those of their partner or group.

In the higher grades, learners can discuss how they can solve a math problem, for example, or talk about their reaction to a community issue. The output from such activities can be used to assess the learners' knowledge and skills.

— Table 5.14 Sample Topics for Think-Pair-Share Activities —  
(per Key Stage)

K-GRADE 3	GRADES 4-6	GRADES 7-10
SMALL GROUP - MAXIMUM OF FOUR MEMBERS IN A TEAM		
Reviewing a past lesson	Studying for a quiz	Reflecting on an issue: Whether it is just to demolish houses of informal settlers built along riverbanks
Household chores you can do by yourselves	Why the Philippines experiences typhoons	
Introduction to a new lesson	Planning a project	Reflecting on a social issue: How to address the problem of substance abuse among the youth
Places where you can buy or get food	How to raise money for a school camp (or an alternative activity)	

Modelling a Teaching and Learning Activity Using Think-Pair-Share

Before the activity

1. Develop a set of questions or prompts related to the topic.
2. Describe the think-pair-share activity and its purpose. Remind learners of the process:
  - a. Think individually about a topic and prepare answers to a question.
  - b. Find a partner and discuss the topic or question.
  - c. Share ideas within a group of four or with the rest of the class.

3. Provide guidelines for the discussion that will take place after the activity.
4. Remind learners of collaborative learning skills like taking turns to speak, listening attentively to each other, and taking on the roles of recorder and reporter.

### ***During the activity***

---

1. Think: Ask a specific higher-level question about the text or topic learners will be discussing. Learners “think” about and/or write what they know or have learned about the topic for a given amount of time, or they generate ideas about the topic.
2. Pair: Have the learners pair up. You may form the pairs or allow learners to pick their own partners. When creating pairs, remember to be sensitive to the learners’ reading, attention, and language skills. With their partners, let the learners share, discuss, and ask questions on a topic for a maximum of five minutes. They agree on the ideas to present.
3. Share: When a pair has had ample time to share and discuss their thoughts, expand their sharing session into a group or whole-class discussion. Allow each group to choose who will present their questions to the rest of the class.<sup>23</sup> After the class sharing, you may reconvene groups of four to talk about how their ideas changed as a result of the sharing session.

### ***After the activity***

---

1. Conduct a self-assessment activity:
  - What did you learn from the think-pair-share activity?
  - What was the best thing you did during the activity?
  - Where do you need help or what do you need to practice?
2. Clarify misconceptions about the topic based on the learners’ answers to the questions.

<sup>23</sup>Over time, monitor who is doing the presentations and make sure both girls and boys, and in fact all learners, are given opportunities to present. The only way to improve presentation skills is through practice so all learners should be given opportunities to present.

## **Using Think-Pair-Share as an Assessment Activity**

### ***Assessment methods***

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- Observation of skills during the process
- Talking to learners
- Analyzing learners’ products (the partner and group presentations)

### ***Content and skills that can be assessed***

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- Knowledge of content
- Cognitive skills
  - Remembering—What prior knowledge did partners bring to the discussion?
  - Understanding—Were the ideas and concepts presented and discussed accurate?
  - Analyzing—Were the learners able to compare and relate their own ideas with those of their partner or other members of their small group?
  - Evaluating—Did they make judgments based on evidence? Were they able to justify their decisions?
  - Creating—Were they able to put ideas together to form a new point of view?
- Attitudes and behavior
  - Did the learners share ideas with a partner, a small group, or the class? Did they respect the opinions of others?
  - Did they manage their time well?

### ***Tool to support consistent judgements***

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- Rubric

### ***Collecting and recording methods***

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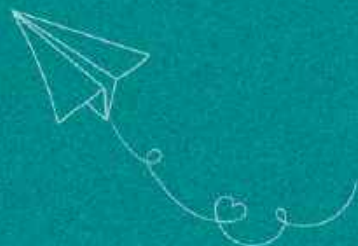
- Class grid
- Class checklist

### ***Feedback to learners***

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- Give feedback orally after each group has presented or wait until all the groups have presented.
- Peer assessment of presentations using the assessment criteria or rubric
- Self-assessment





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## Assessment Samples for Key Stages

### Introduction

This book was developed by K–10 teachers in the Philippines using the processes outlined in Part 1. In the following sections are samples of formative assessment activities for different learning areas and grades at each of the key stages of schooling:

- Kindergarten to Grade 3
- Grade 4 to Grade 6
- Grade 7 to Grade 10

You may use these samples in the classroom, accompanying them with relevant teaching and learning activities, or as models when you create your own assessment activities.

**The assessment samples are part of the daily lesson and include the following:**

- **Content and performance standards and competencies**—extracted from the Curriculum Guides
- **Overview of learning activities**—gives a summary of the learning activities learners would have engaged with, prior to doing the assessment activity
- **Assessment criteria**—gives a summary of the knowledge and skills (extracted from the competencies) that learners should demonstrate in the assessment activity

- **Assessment method**—specifies the method you will use to gather evidence of learning; you can choose from observation, talking to learners, analyzing learners' products, and tests
- **Assessment activity**—describes the task that learners will complete to demonstrate their learning
- **Recording methods**—indicates how you will record and store the information gathered about each learner's progress
- **Making consistent judgements**—indicates the tools you will use to guide your judgements such as rubrics or a marks scheme linked to the assessment criteria
- **Feedback**—indicates how you or the learners' peers will give feedback to the learners
- **Attachments**—may include rubrics, recording tools (checklists or class grids), and other lesson content

You are not expected to complete this level of detail in your daily lesson logs or detailed lesson plans. You can simply insert the following into your Daily Lesson Log or Detailed Lesson Plan, "Part IV Procedures, Letter I, Evaluating Learning":<sup>24</sup>

- Assessment Criteria
- Assessment Method
- Assessment Activity

See sample Daily Lesson Logs on pages 22 to 35.

<sup>24</sup> Extracted from DepEd Order No. 42, s. 2016, Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program.

## Assessment Sample 1

LEARNING AREA	GRADE LEVEL
Language, Literacy, and Communication—Mother Tongue	Kindergarten
<b>ACTIVITY TITLE:</b> <b>Ready, Get Set to Listen, and Speak!</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of letter sounds to name relations and letter representation of sounds—that letters as symbols have names and distinct sounds	Identify/Pick out the distinct sounds in words, match sounds with letters, and hear specific letter sounds by listening to familiar poems and stories, singing rhymes and songs, and identifying letter names and sounds
COMPETENCY CODES	LEARNING COMPETENCIES
LLKPA-Ig-1	Identify the sounds of letters orally given
LLKAK-Ih-3	Identify the letters of the alphabet (mother tongue, orthography)
LLKAK-Ih-7	Give the sound of each letter (mother tongue, orthography)
LLKAK-Ih-5	Match the letter sound to its letter form
LLKAK-Ic-2	Name the beginning letters of the names of friends, family members, and common objects used
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
The lesson aims to help the child identify, name, and sound out specific letters of the alphabet; match letters with pictures of words starting with these letters; and recognize a letter when they hear it in stories or poems listened to.	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b></p> <p>Learners demonstrate understanding of letters having symbols, names, and distinct sounds; when the letters are grouped, they form words.</p> <p><b>Skills</b></p> <p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. identify the symbol for a letter;</li> <li>2. name the letters—upper and lowercase—of the alphabet correctly;</li> <li>3. sound out the letters of the alphabet correctly;</li> <li>4. match a letter with pictures of objects with names starting with the letter; and</li> <li>5. recognize words starting with that letter from stories or poems listened to or from names of family, friends, and everyday objects.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an x mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners

## Assessment Sample 1 (Continued)

### IV. ASSESSMENT ACTIVITIES

Recognizing a certain letter when learners hear it in stories or poems listened to

Naming the letters of the alphabet, the learner's own name, a friend's name, the names of family members, and names of everyday objects

Matching letter sounds to their letter form

Matching letter sounds with objects or pictures of objects starting with that letter

Listening to stories and poems and identifying words that start with certain letters

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

☒ Checklists

☐ Class grids

☐ Grades

☐ Portfolios

☐ Audiorecordings

☐ Marks

☐ Anecdotal records

☐ Comments on learners' work

☒ Self-assessment records

☐ Photographs and video footages

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

☐ Rubric linked to the assessment criteria

☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

☒ Oral feedback from peers/teacher/others

☐ Written feedback from peers/teacher/others

☐ Self-reflection



## Assessment Sample 1 (Continued)

### ATTACHMENT 1A

### Alphabet Knowledge Checklist<sup>25</sup>

<b>Class:</b>	<b>Name:</b>																																																	
<b>ASSESSMENT CRITERIA</b>																																																		
<p><b>Learners can:</b></p> <ol style="list-style-type: none"> <li>1. identify the symbol for the letter—upper and lowercase;</li> <li>2. name the letter correctly—upper and lowercase;</li> <li>3. sound out the letter correctly;</li> <li>4. match a letter with pictures of objects with names starting with the letter; and</li> <li>5. recognize words starting with a certain letter in stories or poems listened to.</li> </ol> <p><b>Tick each box as learners demonstrate each skill over time.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e0f2f1;"> <th style="width: 15%;">MOTHER TONGUE ALPHABET LETTERS</th> <th colspan="5">ASSESSMENT CRITERIA</th> <th style="width: 30%;">COMMENTS</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> <tr> <td>Aa</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bb</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cc</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td> </td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		MOTHER TONGUE ALPHABET LETTERS	ASSESSMENT CRITERIA					COMMENTS		1	2	3	4	5		Aa							Bb							Cc																				
MOTHER TONGUE ALPHABET LETTERS	ASSESSMENT CRITERIA					COMMENTS																																												
	1	2	3	4	5																																													
Aa																																																		
Bb																																																		
Cc																																																		

### ATTACHMENT 1B

### Oral Fluency Rubrics

ORAL FLUENCY	DEVELOPING	PROFICIENT	ADVANCED
	1	2	3
Name the letters of the alphabet	None of the letters of the alphabet were identified.	Some of the letters of the alphabet were identified.	All the letters of the alphabet were identified.
Sound the letters of the alphabet	None of the letters of the alphabet were sounded out.	Some of the letters of the alphabet were sounded out.	All the letters of the alphabets were sounded out.
Identify the initial sound	None of the initial sounds were identified.	Some of the initial sounds were identified.	All the initial sounds were identified.

<sup>25</sup>This checklist can be completed for individuals over time as they learn new letters.

## Assessment Sample 2

LEARNING AREA	GRADE LEVEL
Numeracy	Kindergarten
ACTIVITY TITLE: <b>Fun with Money</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of concepts of size, length, weight, time, and money	Use arbitrary measuring tools/means to determine size, length, time, weight of objects around him/her
COMPETENCY CODE	LEARNING COMPETENCY
MKAT-00-2	Recognize and identify coins and bills up to PhP 20
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
Learners have learned that money is used to pay for goods. They have identified coins and bills and have learned the corresponding value of each coin or bill. They have had practice in identifying coins and bills. They have also been learning about taking turns.	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b>  Learners demonstrate understanding of the concept of money.	
<b>Skills</b>  Learners will be able to: <ol style="list-style-type: none"> <li>1. identify coins and bills up to PhP 20;</li> <li>2. match coins and bills with the correct amount (in symbols);</li> <li>3. recognize the value of coins and bills; and</li> <li>4. talk about money with their peers.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners





























## Assessment Sample 2 (Continued)

### IV. ASSESSMENT ACTIVITIES

Learners play a game called "Drop a Coin/Bill Game" using play money and a big sheet of paper on which coins and bills in different values are drawn (see illustration below). Prepare this sheet ahead of time.

**Play the game following these directions:**

1. Ask the learners to look at the symbols and numerals on the sheet of paper. Explain the symbols and numerals.
2. Divide the class into groups of three or four learners. Have the learners prepare their play money.
3. Call the learners in a group to place their play coins and bills on their corresponding values on the sheet.  
(Alternatively, each group can have a sheet of paper with the symbols and numerals.)
4. Before placing their play money, have the learners tell the value of the coins and bills they are holding.
5. Ask the learners to place each coin or bill next to its correct value.
6. Observe the learners and, using a checklist with the assessment criteria, record each learner's performance.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Checklists                            | <input type="checkbox"/> Marks                      |
| <input type="checkbox"/> Class grids                                      | <input type="checkbox"/> Anecdotal records          |
| <input type="checkbox"/> Grades   | <input type="checkbox"/> Comments on learners' work |
| <input type="checkbox"/> Portfolios                                       | <input type="checkbox"/> Self-assessment            |
| <input type="checkbox"/> Audiorecordings, photographs, and video footages |   |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria (*See attached rubric.*)
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others
- ☐ Self-reflection



## Assessment Sample 2 (Continued)

### ATTACHMENT 2A

#### Rubrics

ASSESSMENT CRITERIA	RATING		
	High level 😊	Satisfactory 😐	Needs more practice 😞
1. Identifies coins/bills	Identifies 5 or more coins/bills	Identifies 3 to 4 coins/bills	Identifies 2 or less coins/bills
2. Tells the value of coins/bills	Tells the value of 5 coins/bills	Tells the value of 3 to 4 coins/bills	Tells the value of 2 or less coins/bills
3. Matches coins/bills to correct amounts	Matches 5 coins/bills	Matches 3 to 4 coins/bills	Matches 2 or less coins/bills
4. Taking turns	Falls in line without distracting classmates	Falls in line but tends to distract classmates	Needs improvement in taking turns

### ATTACHMENT 2B

#### Class Checklist

ASSESSMENT ACTIVITY: Identifying and matching coins/bills					
Grade: Kindergarten			Date:		
<b>Assessment Criteria</b> The learner is able to: <ol style="list-style-type: none"> <li>1. identify coins/bills;</li> <li>2. tell the value of coins/bills;</li> <li>3. match coins/bills to symbols; and</li> <li>4. take turns.</li> </ol>			<b>Simplified Grading Scale</b> Demonstrated criteria to a high level: 😊 Demonstrated criteria to a satisfactory level: 😐 Needs help or further practice: 😞		
LEARNERS' NAMES	ASSESSMENT CRITERIA				OVERALL RATING AND COMMENTS
	1	2	3	4	

## Assessment Sample 3

LEARNING AREA	GRADE LEVEL
English	Grade 1
ACTIVITY TITLE: <b>I Can Tell</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of literary concepts for appreciation of literacy-related activities/tasks	Present varied ideas independently and show interest enthusiastically in diverse literacy-related activities/tasks
COMPETENCY CODE	LEARNING COMPETENCY
EN1LC-IIIa-j-1.1	Listen to short stories/poems and note important details pertaining to character, setting, and events
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>This activity aims to develop learners' listening comprehension. The teacher reads aloud from a big book titled, "Tilaok the Rooster." Prior to this activity, the learners have learned the meaning of the following words/concepts: rooster, fox, barn, proud, foolish. They are familiar with a story map, and the concept of a story having a beginning, middle, and end.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b></p> <p>Learners demonstrate understanding of the key details and basic structure of a story.</p> <p><b>Skills</b></p> <p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. answer questions about the story characters, setting, and events;</li> <li>2. identify the beginning, middle, and end of the story through pictures; and</li> <li>3. retell the story, guided by pictures.</li> </ol>	
<b>III. ASSESSMENT METHODS (Put an x mark on the blank where appropriate.)</b>	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners

## Assessment Sample 3 (Continued)

### IV. ASSESSMENT ACTIVITY

A. Ask the learners to answer questions about key details in the story. Give prompting and support with pictures.

Sample story:

#### **Tilaok, the Rooster**

Adapted from an Aesop fable by Nemah Hermosa

Once there was a rooster named Tilaok.  
He lived on top of a barn on a farm near the forest.

One day a fox came. He told Tilaok what a beautiful voice he had.  
He asked Tilaok to come down and sing for him.

Tilaok was proud of his voice. He wanted to please the fox.  
He flew from the top of the barn to the ground and began to sing.

Suddenly, the fox bit Tilaok's neck and ran off with him into the forest.  
Tilaok was very sad. He wished he had not been so foolish.

The learners will answer the following questions about the story. Use pictures to help them answer the questions. Suggestions for the pictures are given below:

Picture of a barn  
near the edge  
of a forest

Picture of  
a rooster

Picture of  
a fox

Picture of rooster  
on top of barn  
and fox on the  
ground looking  
up at him

Picture of rooster  
on the ground  
singing to  
the fox

Picture of fox  
running off to the  
forest with the  
rooster in his  
mouth

1. Where did the story happen?
2. Who lived in the barn?
3. Who came one day?
4. What did the fox say to the rooster?
5. What did the rooster do?
6. What happened next?
7. How did the rooster feel? Why?

B. Display the Story Map chart (see Attachment 3a). Review these concepts and terms: 1) characters, 2) setting, 3) beginning, middle, end of story. Then ask the learners to choose, from the pictures presented earlier, which one to tape on each of the cells of the Story Map.

## Assessment Sample 3 (Continued)

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Checklists                        | <input type="checkbox"/> Marks                                 |
| <input type="checkbox"/> Class grids                                  | <input type="checkbox"/> Anecdotal records                     |
| <input type="checkbox"/> Grades                                       | <input checked="" type="checkbox"/> Comments on learners' work |
| <input checked="" type="checkbox"/> Portfolios                        | <input type="checkbox"/> Self-assessment records               |
| <input type="checkbox"/> Audiorecordings, photographs, video footages |  |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☐ Rubric linked to the assessment criteria
- ☒ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others
- ☒ Self-reflection

#### ATTACHMENT 3A

### Story Map Chart

<b>Title of Story:</b>			
<b>STORY MAP</b>			
Characters:		Setting:	
Beginning:	Middle:	End:	

#### ATTACHMENT 3B

### Retelling Rubric

<b>Name:</b>		<b>Date:</b>	
<b>Title of Story:</b>			
My retelling starts with the beginning of the story.		___ / 2	
I use my own words to retell the story.		___ / 5	
My retelling includes the beginning, middle, and end of the story.		___ / 5	
I used details from the story.		___ / 3	
<b>Total</b>		<b>___ / 15</b>	

## Assessment Sample 4

LEARNING AREA	GRADE LEVEL
Arts	Grade 2
<b>ACTIVITY TITLE:</b> <b>Sculpture and 3D Crafts</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of shape, texture, proportion, and balance through sculpture and three-dimensional (3D) crafts	Create a 3D free-standing, balanced figure using different materials from the environment
COMPETENCY CODES	LEARNING COMPETENCIES
A2PR-IVf	Create an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps, and other found materials
A2PR-lvh	Create a clay human figure that is balanced and can stand on its own
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
Learners can identify the difference between a 3D and a non-3D object. They can also give examples of materials that can be used in creating 3D crafts.	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b> Learners demonstrate understanding of shape, texture, proportion, and balance through sculpture and 3D crafts.	
<b>Skills</b> Learners will be able to create a 3D free-standing, balanced figure using different materials.	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITIES</b>	
Ask the learners to create the following: <ol style="list-style-type: none"> <li>1. an imaginary robot made from recycled materials; and</li> <li>2. a clay human figure that is balanced and can stand on its own.</li> </ol>	
<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input checked="" type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records

## Assessment Sample 4 (Continued)

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- \_\_\_ Rubric linked to the assessment criteria  
 \_\_\_ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- \_\_\_ Oral feedback from peers/teacher/others  
 \_\_\_ Written feedback from peers/teacher/others  
 \_\_\_ Self-reflection

#### ATTACHMENT 4A

### Rubric in Assessing Learner's Individual Output

ASSESSMENT CRITERIA	3 - HIGH	2 - SATISFACTORY	1 - NEEDS ASSISTANCE
1. The learner uses varied shapes.			
2. The product has varied textures.			
3. The product shows balance.			
4. The learner uses different materials.			
5. The learner has created a 3D craft object.			
<b>Total Points</b>			

#### ATTACHMENT 4B

### Written Feedback Sheet (Attach to photographs and add to Portfolio.)

LEVEL OF ACHIEVEMENT	DESCRIPTION
High (3 marks)	You've got it! Well done!
Satisfactory (2 marks)	You're doing well—keep practicing!
Needs Assistance (1 mark)	Here are some tips to help you.

ASSESSMENT CRITERIA	LEVEL OF ACHIEVEMENT	COMMENTS
1. Creates a 3D free-standing, balanced figure using varied materials		
2. Tells the difference between 3D and non-3D crafts		
3. Understands the concepts of shape, texture, proportion, and balance through sculpture and 3D crafts		

## Assessment Sample 5

ASIGNATURA	BAITANG
Araling Panlipunan	Ikatlong baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Usapang KKK! (Kaugnayan ng Kapaligiran at Kabuhayan)</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pang-unawa sa mga gawaing pangkabuhayan at bahaging ginagampanan ng pamahalaan at mga kasapi nito, mga pinuno, at iba pang naglilingkod tungo sa pagkakaisa, kaayusan, at kaunlaran ng mga lalawigan sa kinabibilangang rehiyon	Nakapagpapakita ng aktibong pakikilahok sa mga gawaing panlalawigan tungo sa ikauunlad ng mga lalawigan sa kinabibilangang rehiyon
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
AP3EAP-IVa-1	Naiuugnay ang kapaligiran sa uri ng pamumuhay ng kinabibilangang lalawigan
AP3EAP-IVa-2	Naipaliliwanag ang iba't ibang pakinabang pang-ekonomiya ng mga likas-yaman ng lalawigan at kinabibilangang rehiyon
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Napag-aralan na ng mga mag-aaral na ang bawat lalawigan ng rehiyong kinabibilangan nila ay may iba't ibang katangiang pisikal (o kapaligiran). Natutukoy na rin nila ang iba't ibang anyong-lupa at anyong-tubig na matatagpuan sa bawat lalawigan na bumubuo sa rehiyon at mga produkto na makukuha dito.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<p><b>Kaalaman</b>  Nauunawaan ng mga mag-aaral ang:</p> <ol style="list-style-type: none"> <li>1. uri ng kapaligiran ng lalawigang kinabibilangan;</li> <li>2. uri ng pamumuhay (batay sa kapaligiran) ng mga tao sa lalawigan at rehiyong kinabibilangan; at</li> <li>3. pakinabang pang-ekonomiko ng mga likas-yaman ng lalawigan at rehiyong kinabibilangan.</li> </ol> <p><b>Kasanayan</b>  Nagagawa ng mga mag-aaral na:</p> <ol style="list-style-type: none"> <li>1. ipaliwanag ang mga konsepto na may kaugnayan sa kapaligiran at pamumuhay;</li> <li>2. ibigay ang relasyon ng ekonomiya at pamumuhay; at</li> <li>3. ipakita ang isang dula-dulaan na tumatalakay sa uri ng kapaligiran at pamumuhay ng bawat lalawigan at ang pakinabang pang-ekonomiya sa mga likas-yaman ng lalawigan at rehiyong kinabibilangan.</li> </ol>	
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input checked="" type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral



## Assessment Sample 5 (Continued)

### IV. GAWAING PAGTATAYA

1. Hatiin ang klase sa tatlong grupo. (Ang bilang ng kasapi sa bawat grupo ay nakabatay sa dami ng mag-aaral sa klase.)
2. Sabihin sa mga mag-aaral na ang bawat grupo ay magsasagawa ng dula-dulaan. Sa kanilang dula-dulaan, pag-uusapan at sasagutin nila ang sumusunod na mga tanong:
  - a. Anu-anong anyong-lupa at anyong-tubig ang matatagpuan sa inyong lalawigan at rehiyon?
  - b. Paano nakatutulong sa inyo ang iba't ibang uri ng kapaligiran?
  - c. Ano ang kabuhayan ng mga tao sa iba't ibang uri ng kapaligiran sa inyong lalawigan? sa inyong rehiyon?
  - d. Anu-ano ang pangunahing produkto mula sa inyong lalawigan o rehiyon?
  - e. Paano nakatutulong ang likas-yaman sa kaunlaran ng inyong lalawigan o rehiyon?
3. Bigyan ang mga grupo ng sapat na panahon upang paghandaan ang kanilang dula-dulaan.
4. Pagkatapos ng pag-eensayo, pagtanghalin ang bawat grupo ng kanilang dula-dulaan. Ang mga mag-aaral na nanonood ay magsusulat ng kanilang feedback, gamit ang rubrik.
5. Magsagawa ng talakayan tungkol sa mga sagot ng mga grupo sa kanilang mga dula-dulaan.

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |  |   |
|--|---|
| <input type="checkbox"/> Paggamit ng tseklist          | <input checked="" type="checkbox"/> Paglalagay ng marka                     |
| <input type="checkbox"/> Paggamit ng class grid        | <input type="checkbox"/> Anekdotal na pagtatala                             |
| <input type="checkbox"/> Pagbibigay ng grado           | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                     | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Pagre rekord ng audio o video | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon

## Assessment Sample 5 (Continued)

### ATTACHMENT 5A

#### Pagtataya ng Kamag-aaral

<b>Pangalan:</b>	<b>Baitang:</b>
<b>Petsa:</b>	
<b>Panuto:</b> Isulat ang mga pangalan ng mga miyembro ng inyong grupo sa itaas ng kahon. Bigyan ito ng kaukulang marka ayon sa pamantayan.	
<b>Katangian</b>	<b>Pangalan ng Miyembro ng Grupo</b>
1. Nakikibahagi sa talakayan ng grupo	
2. Malinaw na naisasalarawan ang kaniyang bahagi sa dula-dulaan	
3. Nakapagbibigay ng mga tamang ideya	
4. Nakikiisa sa pangkalahatang gawain ng grupo	

Pamantayan	
Mahusay	1
Nangangailangan ng dagdag na kasanayan	2
Hindi nagawa	3

### ATTACHMENT 5B

#### Talaan ng Guro sa Pagmamarka

(Gamit ang rubrik sa ibaba)

Grupo	Nilalaman	Pagtatalakay	Paglalahad	Kabuuang
1				
2				
3				
4				
5				

### ATTACHMENT 5C

#### Rubrik sa Pagmamarka ng Guro

Pamantayan	Mahusay - 3	Katamtaman - 2	Nangangailangan pa ng Kasanayan - 1
Nilalaman	Nasagot nang tama ang lahat ng tanong na ibinigay ng guro bilang gabay	Hindi nasagot nang tama ang 1 o 2 tanong na ibinigay ng guro bilang gabay	Hindi nasagot nang tama ang 3 o higit pang mga tanong na ibinigay ng guro bilang gabay
Pagtatalakay	Malinaw ang talakayan dahil sa kumpletong partisipasyon ng lahat ng miyembro ng grupo	Hindi masyadong malinaw ang talakayan dahil may 1 o 2 miyembro ng grupo na hindi gaanong nagkaroon ng partisipasyon	Hindi malinaw ang talakayan dahil may 3 o higit pang miyembro ng grupo na hindi nagkaroon ng partisipasyon
Paglalahad	Kawili-wili at malikhaing ang paglalahad sa klase	Pangkaraniwan at malamang ang paglalahad sa klase	Magulo ang paglalahad sa klase
Kabuuang			

## Assessment Sample 6

ASIGNATURA	BAITANG
Filipino	Ikatlong baitang
<b>PAMAGAT NG GAWAIN:</b> <b style="color: #00a0a0;">Tayo Nang Magsulat!</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat	Maayos na nakasusulat gamit ang iba't ibang bahagi ng pananalita
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
F3PY-IVb-h-2	Nababaybay nang wasto ang mga salitang natutunan sa aralin
F3PU-IVd-f-4	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng mga salitang natutunan sa aralin, tulad ng mga salitang katutubo, salitang hiram, at salitang dinaglat
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Bago ang pagtataya, kailangang naituro na at natutunan na ng mga mag-aaral ang mga sumusunod: kahulugan ng talata; kasanayan sa wastong pagkopya ng mga salita sa isang talata; pag-aaral at pagsusulat ng tamang baybay ng mga karaniwang salita, <i>sight words</i>, at salitang-hiram; pagpapaikli ng mga salita; at mga anyo at uri ng pangungusap. Ang mga ito ang ilalapat ng mga mag-aaral sa mga gawain sa pagtataya.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<p><b>Kaalaman</b>  Nauunawaan ng mga mag-aaral ang:</p> <ol style="list-style-type: none"> <li>1. wastong baybay ng mga salita;</li> <li>2. wastong gamit ng kapitalisasyon at bantas sa pagsusulat ng simpleng pangungusap; at</li> <li>3. uri at anyo ng mga pangungusap.</li> </ol> <p><b>Kasanayan</b>  Nagagawa ng mga mag-aaral na:</p> <ol style="list-style-type: none"> <li>1. gumamit ng tamang baybay ng mga salita;</li> <li>2. gumamit ng tamang kapitalisasyon ng mga titik at bantas sa pagsusulat ng mga pangungusap; at</li> <li>3. gumamit ng naaangkop na uri at anyo ng pangungusap.</li> </ol>	
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng x ang espasyo ng angkop na tugon.)	
___ Obserbasyon	<u>  x  </u> Pagsusuri ng output ng mag-aaral
___ Pagsusulit	___ Pakikipanayam sa mga mag-aaral

## Assessment Sample 6 (Continued)

<b>IV. GAWAING PAGTATAYA</b>		
<p>Batay sa mga larawang iyong ibibigay sa mga mag-aaral, magsusulat ang mga mag-aaral ng mga talatang binubuo ng tatlo hanggang limang pangungusap. Ipaalaala sa kanila na ang mga pangungusap ay dapat isulat nang may tamang mekaniks sa pagsusulat tulad ng wastong kapitalisasyon ng mga titik, wastong bantas, wastong baybay, at wastong uri at anyo ng pangungusap.</p>		
<b>V. PARAAN NG PAGTATALA</b> (Markahan ng x ang espasyo ng angkop na tugon.)		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Paggamit ng tseklis  <input type="checkbox"/> Paggamit ng class grid  <input checked="" type="checkbox"/> Pagbibigay ng grado  <input type="checkbox"/> Portfolyo  <input type="checkbox"/> Pagrerekord ng audio o video                         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Paglalagay ng marka  <input type="checkbox"/> Anekdotal na pagtatala  <input type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral  <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon  <input type="checkbox"/> Pagkuha ng larawan                         </td> </tr> </table>	<input type="checkbox"/> Paggamit ng tseklis <input type="checkbox"/> Paggamit ng class grid <input checked="" type="checkbox"/> Pagbibigay ng grado <input type="checkbox"/> Portfolyo <input type="checkbox"/> Pagrerekord ng audio o video	<input type="checkbox"/> Paglalagay ng marka <input type="checkbox"/> Anekdotal na pagtatala <input type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon <input type="checkbox"/> Pagkuha ng larawan
<input type="checkbox"/> Paggamit ng tseklis <input type="checkbox"/> Paggamit ng class grid <input checked="" type="checkbox"/> Pagbibigay ng grado <input type="checkbox"/> Portfolyo <input type="checkbox"/> Pagrerekord ng audio o video	<input type="checkbox"/> Paglalagay ng marka <input type="checkbox"/> Anekdotal na pagtatala <input type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon <input type="checkbox"/> Pagkuha ng larawan	
<b>VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA</b> (Markahan ng x ang espasyo ng angkop na tugon.)		
<input checked="" type="checkbox"/> Pagkakaugnay ng rubrik sa kahingian ng pagtataya ( <i>Tingnan ang kalakip na rubrik.</i> ) <input type="checkbox"/> Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya		
<b>VII. PAGTUGON</b> (Markahan ng x ang espasyo ng angkop na tugon.)		
<input type="checkbox"/> Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba <input checked="" type="checkbox"/> Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba <input type="checkbox"/> Pansariling repleksyon		

### ATTACHMENT 6

### Rubrik sa Pagmamarka ng Guro

Mga Gawain	Nagawa Nang Tama ang Lahat 4	Nagawa Nang may 1–2 Mali 3	Nagawa Nang may 3 o Higit pang Mali 2	Hindi Nagawa 1
1. Nabaybay nang wasto ang mga salita				
2. Nagamit ang mga tamang bantas sa pangungusap				
3. Nagamit nang tama ang malaking titik sa unahan ng pangungusap at sa mga tiyak na pangngalan				
4. Nakagamit ng angkop na uri ng pangungusap				
5. Naisalaysay ang kailangang paksa sa talata				
6. Nakabuo ng 3–5 pangungusap sa talata				
<b>Kabuuan</b>				

## Assessment Sample 7

LEARNING AREA	GRADE LEVEL				
Math	Grade 3				
<b>ACTIVITY TITLE:</b> <b>The Hands of Time</b>					
CONTENT STANDARD	PERFORMANCE STANDARD				
Demonstrate understanding of conversion of time, linear, mass and capacity measures, and area of square and rectangle	Apply knowledge of conversion of time, linear, mass and capacity measures, and area of rectangle and square in mathematical problems and real-life situations				
COMPETENCY CODE	LEARNING COMPETENCY				
M3ME-IVa-8	Visualize, represent, and convert time measure from seconds to minutes, minutes to hours, and hours to a day and vice versa				
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>					
<p>The learners have learned how to tell time. In this activity they will learn to convert hours to minutes and minutes to hours. They will solve problems to tell how much time is needed to do something. Actual teaching and learning activities appear below.</p> <ol style="list-style-type: none"> <li>1. Call some learners to pick one picture each and tell the class how long it will take him/her to do what the picture shows (e.g., taking a bath, eating breakfast, going to school).</li> <li>2. Learners will review the parts of a clock and show how the minute and second hands move.</li> <li>3. Using a model of a clock with movable hands, learners will tell time in hours, minutes, and seconds. Guide them to state the relationship between seconds and minutes and between minutes and hours.</li> <li>4. Show how to convert an hour to minutes and minutes to hours.</li> <li>5. Write on the board sample problems on converting time while learners work at their seats. Discuss each problem and provide feedback as needed.</li> </ol>					
<b>II. ASSESSMENT CRITERIA</b>					
<p><b>Knowledge</b> Learners demonstrate understanding of time: seconds, minutes, and hours.</p> <p><b>Skills</b> Learners will be able to tell time and convert seconds to minutes, minutes to hour, and vice versa.</p>					
<b>III. ASSESSMENT METHODS (Put an x mark on the blank where appropriate.)</b>					
<table border="0"> <tr> <td><input checked="" type="checkbox"/> Observation</td> <td><input checked="" type="checkbox"/> Analyses of learners' products</td> </tr> <tr> <td><input type="checkbox"/> Tests</td> <td><input type="checkbox"/> Talking to learners</td> </tr> </table>		<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Analyses of learners' products	<input type="checkbox"/> Tests	<input type="checkbox"/> Talking to learners
<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Analyses of learners' products				
<input type="checkbox"/> Tests	<input type="checkbox"/> Talking to learners				

## Assessment Sample 7 (Continued)

### IV. ASSESSMENT ACTIVITIES

Carry out the following assessment activities over a few days:

1. Distribute worksheets with leveled tasks.

Level 1: converting hours to minutes

Level 2: converting minutes to hours

Level 3: converting hours with minutes to hours

Discuss the answers to the tasks and provide feedback to the learners.

2. Give word problems related to conversion of time. Form the learners into small groups and ask them to work on the task. Let them share their answers with the class.
3. Give a quiz on converting time using word problems. Ask the learners also to identify activities that would take an hour, a minute, or a second to complete so they gain an understanding of time in real life.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

<input type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Marks
<input type="checkbox"/> Class grids	<input type="checkbox"/> Anecdotal records
<input type="checkbox"/> Grades	<input checked="" type="checkbox"/> Comments on learners' work
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Self-assessment records
<input type="checkbox"/> Audiorecordings, photographs, video footages	

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

<input type="checkbox"/> Rubric linked to the assessment criteria
<input checked="" type="checkbox"/> Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others
<input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> )
<input type="checkbox"/> Self-reflection

#### ATTACHMENT 7

#### Feedback Sheet

Assessment Criteria	Level of Achievement	Tips for Improvement (Comments)
1. Tell time.		
2. Identify the second and minute hands.		
3. Convert minutes to seconds.		
4. Convert hours to minutes.		
5. Convert minutes to hours.		

Level of Achievement	Description
High (3 marks)	You've got it! Well done!
Satisfactory (2 marks)	You're doing well—keep practicing!
Needs assistance (1 mark)	Here are some tips to help you.

## Assessment Sample 8

LEARNING AREA	GRADE LEVEL
Science	Grade 3
ACTIVITY TITLE: <b>Sky Voyager</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of how natural objects in the sky affect one's daily activities	List down natural objects that affect one's daily activities
COMPETENCY CODES	LEARNING COMPETENCIES
S3ES-IVg-h-6	Describe the natural objects found in the sky during daytime and night time
S3ES-IVg-h-7	Communicate how natural objects in the sky affect daily activities
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners are familiar with some objects seen in the sky. Review what they already know by asking them to name these objects. Write the words on the board. Expected answers may include the Sun, Moon, stars, rainbow, clouds, lightning, birds, airplanes, balloons, and kites.</p> <p>For this activity, learners:</p> <ol style="list-style-type: none"> <li>1. revisit the concept of natural and human-made objects;</li> <li>2. observe and record natural objects found in the sky during the day and at night over several days; and</li> <li>3. classify natural objects in the sky found during the day, at night, and during both day and night.</li> </ol> <p>Have them carry out their observations during the daytime in school and at home during night time. In the succeeding activity, learners make, share, and display posters to show how the presence of natural objects in the sky affects their lives.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding that natural objects appear in the sky during the day and at night time.</p> <p><b>Skills</b> Learners are able to classify natural objects found in the sky according to when they appear: during daytime, at night time, and during both day and night.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITIES</b>	
<p>Ask the learners to identify natural objects in the sky according to when these appear (during the day or night or during both day and night). Have them complete a worksheet to list these objects. Then give a short test on classifying natural objects in the sky based on when these are seen.</p>	

## Assessment Sample 8 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input checked="" type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input checked="" type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input checked="" type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others <i>(See attached written feedback sheet.)</i> <input type="checkbox"/> Self-reflection	

### ATTACHMENT 8 Worksheet

<b>Name:</b>	<b>Score:</b>	
<b>Grade level:</b>		
<b>Date of observation:</b>		
<b>Weather conditions during the observation:</b>		
<b>Procedure:</b> 1. Observe the sky during the daytime and at night. Then complete the table below.		
Natural objects in the sky seen during the day only	Natural objects in the sky seen at night only	Natural objects in the sky seen during both daytime and night time
2. What conclusion can you draw from your observations?		



## Assessment Sample 9

ASIGNATURA	BAITANG
Araling Panlipunan	Ikaapat na baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Alam Ko Na!</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pang-unawa sa bahaging ginagampanan ng pamahalaan, mga pinuno, at iba pang naglilingkod sa pagkakaisa, kaayusan, at kaunlaran sa lipunan at sa bansa	Nakapagpapakita ng aktibong pakikilahok at pakikiisa sa mga proyekto at gawain ng pamahalaan at mga pinuno nito tungo sa kabutihan ng lahat
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
AP4PAB-IIIa-b-2	Nasusuri ang balangkas o istruktura ng pamahalaan ng Pilipinas
AP4PAB-IIIc-3	Naipaliliwanag ang <b>separation of powers</b> ng tatlong sangay ng pamahalaan  Naipaliliwanag ang <b>check and balance</b> ng kapangyarihan sa bawat isang sangay
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Bago ipagawa ang gawain sa mga bata ay natalakay na ang kahulugan ng separation of powers, check and balance, mga sangay ng pamahalaan, at mga tungkulin at kapangyarihan ng bawat sangay.</p> <p>Nalalaman at nauunawaan na ng mga mag-aaral ang kahulugan at kahalagahan ng <b>graphic organizer</b> sa pagkatuto at paglalahad ng isang konsepto. Naranasan na rin nilang gumawa ng mga graphic organizer.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<p><b>Kaalaman</b>  Nauunawaan ng mga mag-aaral ang:</p> <ol style="list-style-type: none"> <li>kahulugan ng mga salitang <b>tagapagpaganap</b>, <b>tagapagbatas</b>, <b>tagapaghukom</b>, <b>pagmamalabis sa kapangyarihan</b>, <b>paglabag sa batas</b>, <b>separation of powers</b>, at <b>check and balance</b>; at</li> <li>gamit ng graphic organizer.</li> </ol> <p><b>Kasanayan</b>  Nagagawa ng mga mag-aaral na bumuo ng isang epektibong graphic organizer.</p>	
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
___ Obserbasyon	<u> <b>x</b> </u> Pagsusuri ng output ng mag-aaral
___ Pagsusulit	<u> <b>x</b> </u> Pakikipanayam sa mga mag-aaral

## Assessment Sample 9 (Continued)

### IV. GAWAING PAGTATAYA

1. Basahin ang mga salitang ipakikita na gagamitin sa paggawa ng graphic organizer. Maaaring dagdagan pa ang mga salitang ito ng mga kaugnay pang konsepto subalit hindi ito maaaring bawasan.
2. Bumuo ng mga pangkat.
3. Bawat pangkat ay gagawa ng graphic organizer na magpapakita ng pagkaunawa sa separation of powers at check and balance sa tatlong sangay ng pamahalaan. Gagamitin nila ang mga salita sa bilang 1 sa kanilang graphic organizer.
4. Pagkatapos mabuo ang graphic organizer, ipapaskil ito sa pisara o dingding. Bawat pangkat ay bibigyan ng pagkakataong ipaliwanag sa klase ang kanilang ginawa.
5. Sasagutin ng mga kasapi ng pangkat ang mga katanungan tungkol sa nilalaman ng graphic organizer. Kailangang maipaliwanag nang maayos ang kaugnayan ng mga salita sa bawat isa. Ilan sa mga katanungan ay:
  - a. Bakit mahalaga ang pagkakaroon ng separation of powers at check and balance?
  - b. Kung wala ang separation of powers at check and balance, ano kaya ang maaaring mangyari?

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paggamit ng tseklist           | <input type="checkbox"/> Paglalagay ng marka                                |
| <input type="checkbox"/> Paggamit ng class grid         | <input type="checkbox"/> Anekdotat na pagtatala                             |
| <input checked="" type="checkbox"/> Pagbibigay ng grado | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Paggamit ng portfolio          | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Pagrerekord ng audio o video   | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pansariling repleksyon



## Assessment Sample 9 (Continued)

### ATTACHMENT 9A

#### Rubrik para sa Paggawa at Presentasyon ng Graphic Organizer

Pamantayan	3	2	1
Mga salitang ginamit	Nagamit nang tama ang lahat ng mga salita na ipinakita ng guro.	May isa o dalawang salitang hindi nagamit o hindi wasto ang pagkagamit.	May tatlo o higit pang mga salita ang hindi nagamit o hindi wasto ang pagkagamit
Kaayusan ng graphic organizer	Malinaw ang relasyon ng mga salita at malinis at malikhain ang pagkagawa.	Maayos at malikhain ngunit hindi malinaw ang pagkakaayos ng mga salita.	Malabo ang pagkagamit ng mga salita at hindi malinis ang pagkagawa.
Nilalaman at kawastuhan ng sagot sa guro	Lahat ng tanong ng guro ay nasagot nang tama.	May isang tanong na hindi nasagot nang tama.	May dalawa o higit pang tanong na hindi nasagot nang tama.
Pagkakaisa at kahandaan ng pangkat	Lahat ng miyembro ng pangkat ay nakiisa sa gawain at naglahad ng kanilang kaalaman at kasanayan.	May isa o dalawang miyembro na hindi nakiisa.	Walang pagkakaisa ang mga miyembro.

### ATTACHMENT 9B

#### Puna ng Guro Batay sa Rubrik

Magaling ang pangkat sa:
Kailangan pang magsanay ng pangkat sa:
Mga kasapi na nagpakita ng kahusayan:

### ATTACHMENT 9C

#### Pansariling Repleksyon

**Panuto:** Sagutin ang sumusunod na mga tanong.

1. Paano ako nakatulong sa gawain ng aming pangkat?
2. Ano ang natutunan ko habang ang aming pangkat ay gumagawa ng graphic organizer?
3. Ano naman ang natutunan ko mula sa ginawang graphic organizer ng iba-ibang pangkat?
4. Ano pa ang gusto kong matutunan o mabigyan ng paglilinaw sa paksang tinalakay?
5. Ano ang naramdaman ko pagkatapos ng gawaing ito?

## Assessment Sample 10

LEARNING AREA	GRADE LEVEL
Arts	Grade 4
ACTIVITY TITLE: <b>Paper Cup Design</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of line, texture, shape, and balance of size and repetition of motifs/patterns through drawing	Practice the variety of culture in the community by way of attire, body accessories, religious practices, and lifestyle
COMPETENCY CODE	LEARNING COMPETENCIES
A4EL-1a	Appreciate the rich variety and uniqueness of cultural communities in the Philippines
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
Learners are already exposed to different arts and craft work related to different cultural groups. They have previously created art products showing elements of art like line, color, and shape. They must have prior knowledge about things they see around them in nature or in the community where they live.	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b> Learners demonstrate understanding of line, texture, shape, and balance of size, and repetition of motifs/patterns.	
<b>Skills</b> Learners will be able to create a variety of indigenous cultural designs.	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners



## Assessment Sample 10 (Continued)

### IV. ASSESSMENT ACTIVITY

#### Paper Cup Design

1. Prepare the materials needed:
  - a. one (1) paper cup
  - b. pencil
  - c. eraser
  - d. Pentel pen
  - e. ruler
  - f. crayons/pastel colors
2. Create a design inspired by an indigenous group from your community, province, or region.
3. Apply colors to your design.

Successfully demonstrate learning by having the learners do the following:

1. Observe correct margins and cleanliness.
2. Create their own work using paper cups.
3. Show different kinds of lines, textures, and shapes.
4. Show balance of size and repetition of motifs/patterns in their drawing.
5. Fill all spaces with designs.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |  |
|---|--|
| <input type="checkbox"/> Checklists                                   | <input type="checkbox"/> Marks   |
| <input type="checkbox"/> Class grids                                  | <input type="checkbox"/> Anecdotal records   |
| <input type="checkbox"/> Grades                                       | <input type="checkbox"/> Comments on learners' work  |
| <input checked="" type="checkbox"/> Portfolios                        | <input checked="" type="checkbox"/> Self-assessment records ( <i>See attached self-assessment forms.</i> ) |
| <input type="checkbox"/> Audiorecordings, photographs, video footages |  |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria (*See attached rubric.*)
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☒ Self-reflection

## Assessment Sample 10 (Continued)

### ATTACHMENT 10A

#### Rubric for Grading Individual Output

	3 Points	2 Points	1 Point
Neatness	Shows a neat design with no erasures at all	Shows a few erasures	Shows many erasures and a dirty output
Originality and creativity (using inspiration from indigenous groups)	Shows creative work that is unique from the others	Output has similarity with the work of one or two learners	Output is exactly the same as the work of another learner
Elements of art	Applies lines, color combinations, textures, and shapes (balance of size and repetition of motifs/patterns) harmoniously	One or two of the elements not observed	Three or four of the elements not observed
Timeliness	Output submitted within 40 minutes	Output submitted after the class	Output submitted the next day
Use of space	All spaces filled with design	Fairly filled spaces with design	Poorly filled spaces with design

### ATTACHMENT 10B

#### Self-Assessment Checklist for Paper Cup Design

**Directions:** Using your pen, put a check (✓) in the Yes column if you followed the given criterion in your work. Put a check (✓) in the No column if you did not.

Assessment Criteria	Yes	No
1. Did I create my own design?		
2. Does the design show lines?		
3. Does it show texture?		
4. Does it show shapes?		
5. Does it show balance of sizes and repetition of motifs/patterns?		
6. Did I fill all spaces with designs using crayons or oil pastel?		
7. Did I apply appropriate colors?		

## Assessment Sample 11

LEARNING AREA	GRADE LEVEL
English	Grade 4
ACTIVITY TITLE: <b>Identifying Prepositions</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of English grammar and usage in speaking or writing	Use the classes of words aptly in various oral and written discourse
COMPETENCY CODES	LEARNING COMPETENCIES
EN4G-IVa-21	Identify prepositions in sentences
EN4G-IVc-7:3	Use prepositions among and between sentences
EN4G-IVd-7:3	Use prepositions <b>in</b> , <b>on</b> , <b>under</b> , and <b>above</b> in sentences
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<ol style="list-style-type: none"> <li>Learners have been introduced to the use of prepositions among, between, on, under, and above. They will do the guided practice and independent practice activities on these prepositions in the Learner's Material (LM).</li> <li>For this activity, learners will construct sentences using prepositions. Working in pairs, one learner points to the class an object in a certain location. His/Her partner asks questions about where the object is. The class give their answers in sentences.</li> </ol>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of prepositions and simple sentence construction.</p> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>identify prepositions in sentences; and</li> <li>construct simple sentences using prepositions.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input checked="" type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITY</b>	
<ol style="list-style-type: none"> <li>Learners take turns placing an object in a certain place. The other learners write sentences using prepositions <b>in</b>, <b>on</b>, <b>under</b>, <b>above</b>, etc. to give the location of the object. Repeat the activity five times.</li> <li>Learners identify the preposition in each sentence and underline or circle it.</li> </ol>	

## Assessment Sample 11 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input checked="" type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Rubric linked to the assessment criteria <input checked="" type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others <i>(See attached written feedback sheet.)</i> <input type="checkbox"/> Self-reflection	

### ATTACHMENT 11

### Written Feedback Sheet

Level of Achievement	Description
High (3 marks)	You've got it! Well done!
Satisfactory (2 marks)	You're doing well – keep practicing!
Needs assistance (1 mark)	Here are some tips to help you.

Assessment Criteria	Level of Achievement	Tips for Improvement (Comments)
1. Identifies prepositions in each sentence		
2. Writes sentences using prepositions <b>in, on, under, above</b> , etc.		



## Assessment Sample 12

ASIGNATURA	BAITANG
Edukasyong Pantahanan at Pangkabuhatan	Ikaapat na baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Ligpitin at Sinupin Sapagkat Ito Ay Atin</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pang-unawa sa batayang konsepto ng "gawaing pantahanan" at ang maitutulong nito sa pag-unlad ng sarili at tahanan	Naisasagawa nang may kasanayan ang mga gawaing pantahanan na makatutulong sa pangangalaga ng pansarili at ng sariling tahanan
CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
EPP4HE-ob-3	<p>Napangangalagaan ang sariling kasuotan</p> <p>Naiisa-isa ang mga paraan ng pagpapanatiling malinis ang kasuotan (hal., pag-ingat sa pag-upo, pagsuot ng tamang kasuotan sa paglalaro, atbp)</p> <p>Nasasabi ang gamit ng mga kagamitan sa pananahi sa kamay</p> <p>Naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal., pagkabit ng butones)</p> <p>Naitatabi nang maayos ang mga kasuotan batay sa kanilang gamit</p>
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Bago ang paglalapat ay dapat nauunawaan na ng mga mag-aaral ang mga paraan upang mapangalagaan ang mga kasuotan. Naituro na rin sa kanila ang pagtatahi sa mga simpleng sira ng damit. Nauunawaan din ng mga mag-aaral ang kanilang responsibilidad sa pagpapanatili ng kaayusan sa sarili at sa tahanan.</p> <p>Bilang paghahanda ay hatiin ang klase sa mga pangkat para sa gawaing pagtataya at naipadala na sa kanila bilang takdang-aralin ang mga kakailanganing gamit para sa gawaing pagtataya.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. kahalagahan at pamamaraan ng pangangalaga sa kasuotan;</li> <li>2. pagkakaiba ng kasuotan ayon sa kanilang gamit; at</li> <li>3. kagamitan at paraan sa pag-aayos ng payak na sira ng damit.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. mangalaga ng mga kasuotan;</li> <li>2. magsulsi ng payak na sira ng damit; at</li> <li>3. makilala ang uri ng damit na akmang gamitin para sa isang okasyon.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral

## Assessment Sample 12 (Continued)

### IV. GAWAING PAGTATAYA

1. Pagpangkat-pangkatin ang mga mag-aaral.
2. Ipadala sa bawat pangkat ang limang piraso ng damit at mga gamit sa pananahi sa kamay tulad ng sinulid, karayom, butones, at mga pansara ng kasuotan.
3. Ipatukoy sa mga miyembro ang mga okasyon kung saan maaaring gamitin ang bawat damit na kanilang dala.
4. Ipapakita ng bawat pangkat ang pagkilala sa mga gamit sa pananahi sa kamay at ang pagtatahi ng mga payak na sira ng damit.
5. Ipapakita sa bawat pangkat ang maayos na pangangalaga sa kasuotan (kabilang ang tamang pagtutupi, pagtatabi, at pag-iingat nito),

### V. PARAAN NG PAGTATALA (Markahan ng x ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paggamit ng tseklist           | <input type="checkbox"/> Paglalagay ng marka                                |
| <input type="checkbox"/> Paggamit ng class grid         | <input type="checkbox"/> Anekdotal na pagtatala                             |
| <input checked="" type="checkbox"/> Pagbibigay ng grado | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                      | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Pagrerekord ng audio o video   | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng x ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng x ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon



## Assessment Sample 12 (Continued)

### ATTACHMENT 12

### Rubrik

Pamantayan	4	3	2	1
Nadala ang mga damit at gamit sa pananahi sa kamay (sinulid, karayom, butones at iba pang pansara ng kasuotan)	Kumpleto ang dalang damit at gamit.	May kulang na 1-2 damit at gamit.	May kulang na 3-5 gamit.	Maraming kulang na gamit
Naipakita ang tamang pangangalaga sa kasuotan (pagtutupi, pagtatabi, pag-iingat)	Naipakita ang mga tamang pamamaraan sa pagtutupi, pagtatabi, at pag-iingat ng damit.	May 1 sa 3 (pagtutupi, pagtatabi, at pag-iingat ng damit) na hindi nagawa.	May 2 sa 3 (pagtutupi, pagtatabi, at pag-iingat ng damit) na hindi nagawa.	Hindi naipakita ang mga tamang pamamaraan o mali ang mga naipakita.
Natukoy ang gamit ng mga gamit sa pananahi sa kamay	Nasabi kung paano gagamitin ang lahat ng gamit sa pananahi sa kamay.	May 1 o 2 gamit na hindi naipaliwanag kung paano gamitin.	May 3 o higit pa na hindi naipaliwanag kung paano gamitin.	Hindi naipaliwanag ang gamit ng alinman sa mga gamit.
Naipakita ang wastong pagtatahi sa mga payak na sira ng damit	Naipakita ang tamang pagtatahi sa sira ng damit at ang kailangang pag-iingat dito.	Naipakita ang pagtatahi at nabanggit ang pag-iingat sa gawain subalit may mali sa mga hakbang na isinagawa.	Naipakita ang pagtatahi subalit may mali sa mga hakbang na isinagawa at hindi nabanggit ang pag-iingat.	Hindi naipakita nang maayos ang pagtatahi at pag-iingat sa gawain.
Bawat miyembro ng pangkat ay naging bahagi sa gawain ng pangkat	Bawat miyembro ay naging aktibong sa gawain.	May 1 o 2 miyembro na hindi naging aktibo sa gawain .	May 3 o higit pang miyembro na hindi naging aktibo sa gawain.	Ang nakahihigit na bilang ng miyembro ay hindi naging aktibo sa gawain.
<b>Kabuuan</b>				



## Assessment Sample 13

LEARNING AREA	GRADE LEVEL
Health	Grade 4
ACTIVITY TITLE: <b>Be Prepared, Keep Safe!</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of safety guidelines during disasters, emergencies, and other high-risk situations	Practice safety measures during disasters and emergency situations
COMPETENCY CODE	LEARNING COMPETENCY
H4IS-IVe-30	Relate disaster preparedness and proper response during emergency situations to protecting lives
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>The learners have prior learning about the different kinds of disasters and emergency situations and the proper action to take during these situations. They also know what an emergency kit should contain and the basic use of the items in such a kit.</p> <p>For this activity, the learners will produce informational posters that aim to raise awareness among the youth on what to do during disasters and other high-risk situations. It is important that they show the following information in their posters:</p> <ol style="list-style-type: none"> <li>1. What to do to prepare oneself before a disaster occurs</li> <li>2. How to act during a disaster</li> <li>3. How to keep safe during and after a disaster</li> </ol> <p>Before the actual work, the learners should have been asked to bring the materials they will use for poster making such as cartolina, bond paper, crayons and coloring pencils, paste or glue, clippings of photographs or drawings showing disasters, and the like.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of:</p> <ol style="list-style-type: none"> <li>1. disaster preparedness in case of disasters and emergencies such as fire, typhoon, earthquake, volcanic eruption, flood, and tornado;</li> <li>2. actions to take during and after a disaster or an emergency; and</li> <li>3. the importance of disaster preparedness in saving lives.</li> </ol> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. explain and discuss things to remember in case of disasters or emergencies; and</li> <li>2. create an informational poster.</li> </ol>	

## Assessment Sample 13 (Continued)

### III. ASSESSMENT METHODS (Put an x mark on the blank where appropriate.)

- |  |  |
|--|--|
| <input type="checkbox"/> Observation<br><input type="checkbox"/> Tests | <input checked="" type="checkbox"/> Analyses of learners' products<br><input type="checkbox"/> Talking to learners |
|--|--|

### IV. ASSESSMENT ACTIVITY

Give the following directions to the learners:

1. Bring out the materials that you have been assigned to bring.
2. Inform your teacher if you will work alone or with a partner.
3. Choose one from the following disasters: fire, typhoon, flooding, earthquake, volcanic eruption, and tornado. Focus on this as the content of your poster.
4. When you are done, present your poster on the blackboard or a wall of the classroom.
5. Discuss with the class the poster you have made. Use the discussion points in Assessment 13a to guide your discussion.

### V. RECORDING METHODS (Put an x mark on the blank where appropriate.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Checklists<br><input type="checkbox"/> Class grids<br><input type="checkbox"/> Grades<br><input type="checkbox"/> Portfolios<br><input type="checkbox"/> Audiorecordings, photographs, video footages | <input type="checkbox"/> Marks<br><input type="checkbox"/> Anecdotal records<br><input type="checkbox"/> Comments on learners' work<br><input type="checkbox"/> Self-assessment records |
|---|---|

### VI. MAKING CONSISTENT JUDGEMENTS (Put an x mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an x mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☐ Self-reflection



## Assessment Sample 13 (Continued)

### ATTACHMENT 13A

#### Guide for Critiquing the Poster

Assessment Criteria	Yes	No
Shows what should be done to prepare for a disaster or an emergency		
Shows what should be done during a disaster or an emergency		
Shows what should be done after a disaster or an emergency has occurred		
Pictures or illustrations used are appropriate for the content of the poster		
Text is easy to read and understand		
Execution is neat and clear		

### ATTACHMENT 13B

#### Class Checklist

<b>Learning Area:</b> Health	<b>Grade:</b> 4	<b>Date:</b>
<b>Assessment Activity:</b> Be Prepared, Keep Safe!		
Assessment Criteria	Simplified Grading Scale (Use Rubric)	
<p>Learners understand:</p> <ol style="list-style-type: none"> <li>1. disaster preparedness for disasters and emergencies such as fire, typhoon, earthquake, volcanic eruption, flood, and tornado;</li> <li>2. the things to do during and after a disaster or an emergency; and</li> <li>3. the importance of disaster preparedness in saving lives.</li> </ol> <p>Learners are able to:</p> <ol style="list-style-type: none"> <li>1. discuss the things to remember in case of disasters or emergencies; and</li> <li>2. develop an informational poster</li> </ol>	<p>3 - Demonstrated criteria to a high level</p> <p>2 - Demonstrated criteria to a satisfactory level</p> <p>1 - Needs help or further practice</p>	

Learners' Names	Assessment Criteria					Overall Rating and Comments
	1	2	3	4	5	

## Assessment Sample 14

ASIGNATURA	BAITANG
Araling Panlipunan	Ikalimang baitang
<b>PAMAGAT NG GAWAIN:</b> <b style="color: #00968f;">Ipaglalaban Natin</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang mapanuring pag-unawa sa bahaging ginampanan ng kolonyalismong Espanyol at pandaigdigang konteksto ng reporma sa pag-usbong ng kamalayang pambansa tungo sa pagbuo ng Pilipinas bilang isang nasyon	Nakapagpapahayag ng pagmamalaki sa pagpupunyagi ng mga makabayang Pilipino sa gitna ng kolonyalismong Espanyol at sa mahalagang papel na ginampanan nito sa pag-usbong ng kamalayang pambansa tungo sa pagkabuo ng Pilipinas bilang isang nasyon
CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
AP5PKB-IVe 3	Nasusuri ang mga naunang pag-aalsa ng mga makabayang Pilipino
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
Bago ang gawaing pagtataya ay inaasahang natalakay na at nauunawaan ng mga mag-aaral ang usaping kolonyalismo at ang pananakop ng mga Espanyol. May kasanayan na din sila sa paggawa ng poster, jingle, at tula.	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. reaksiyon ng mga Pilipino sa kolonyalismong Espanyol;</li> <li>2. sanhi at bunga ng rebelyon ng mga Pilipino; at</li> <li>3. ginawang pagmamalabis ng mga Espanyol.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. kilalanin at talakayin ang mga sanhi at bunga ng rebelyon ng mga Pilipino; at</li> <li>2. makabuo ng dula-dulaan, poster, o jingle tungkol dito.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng x ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input checked="" type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral
<b>IV. GAWAING PAGTATAYA</b>	
<p>Bumuo ng tatlong pangkat ayon sa inyong kakayahan at interes sa paggawa ng tula, poster, dula-dulaan.</p> <p><b>Pangkat 1</b>—Magsagawa ng sabayang pagtula na magpapakita ng inyong reaksiyon sa pananakop ng mga Espanyol.</p> <p><b>Pangkat 2</b>—Gumawa ng poster na maglalarawan sa mga pagmamalabis na ginawa ng mga Espanyol.</p> <p><b>Pangkat 3</b>—Lumikha ng dula-dulaan tungkol sa mga sanhi at bunga ng rebelyon ng mga Pilipino.</p> <p>Bawat mag-aaral ay gagamit ng inihandang rubrik para sa pagbibigay ng marka sa gawain ng bawat pangkat.</p>	

## Assessment Sample 14 (Continued)

<b>V. PARAAN NG PAGTATALA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input type="checkbox"/> Paggamit ng tseklist <input type="checkbox"/> Paggamit ng class grid <input checked="" type="checkbox"/> Pagbibigay ng grado <input type="checkbox"/> Portfolyo <input type="checkbox"/> Pagrerekord ng audio o video	<input checked="" type="checkbox"/> Paglalagay ng marka <input type="checkbox"/> Anekdotat na pagtatala <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon <input type="checkbox"/> Pagkuha ng larawan
<b>VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Pagkakaugnay ng rubrik sa kahingian ng pagtataya ( <i>Tingnan ang kalakip na rubrik.</i> ) <input type="checkbox"/> Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya	
<b>VII. PAGTUGON</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input type="checkbox"/> Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba <input checked="" type="checkbox"/> Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba <input type="checkbox"/> Pansariling repleksyon	

### ATTACHMENT 14A

### Rubrik para sa Tula

Pamantayan	Magaling	Katamtamang galing	Nangangailangan ng pagsasanay
	<b>3</b>	<b>2</b>	<b>1</b>
Pagpapahayag ng mensahe	Naipahayag ang mga pangunahing reaksiyon ng mga Pilipino sa pananakop ng mga Espanyol	May kulang (o may mali) sa naipahayag na pangunahing reaksiyon ng mga Pilipino sa pananakop ng mga Espanyol	Hindi naipahayag nang maayos ang mga pangunahing reaksiyon ng mga Pilipino sa pananakop ng mga Espanyol
Pagbigkas	Malinaw at naririnig nang maayos ang pagkakabigkas	May ilang pagkakataon na hindi marinig ang boses ng nagsasalita	Mas maraming bahagi ng pagbigkas ang hindi narinig at naintindihan kaysa sa bahaging narinig at naintindihan
Masining na pagkakagawa	Ang pagkakagawa ng tula ay masining kung saan ang mga salita ay naaangkop at may tugma	Ang tula ay kaaya-aya subalit may mga bahagi itong wari'y kinuha mula sa aklat	Ang kabuuan ng tula ay parang kinopya lamang mula sa aklat



## Assessment Sample 14 (Continued)

### ATTACHMENT 14B

#### Rubrik para sa Paggawa ng Poster

Pamantayan	Magaling	Katamtamang galing	Nangangailangan ng pagsasanay
	<b>3</b>	<b>2</b>	<b>1</b>
Pagpapahayag ng mensahe	Naipakita nang tama ang mga natalakay na pagmamalabis ng Espanyol	May kulang sa naipakitang mga pagmamalabis ng Espanyol	Hindi naipakita nang tama o isa lamang ang naipakitang pagmamalabis ng mga Espanyol
Kabuuan ng nilalaman ng poster	Ang kabuuan ng nilalaman ng poster ay angkop sa panahon at temang tinalakay	May hindi angkop sa nilalaman ng poster ayon sa panahon o tema ng tinalakay (hal., ang kasuotan ng mga tao, yari ng mga tahanan, sasakyan, atbp.)	Maraming hindi angkop sa nilalaman ng poster ayon sa panahon at temang tinalakay
Presentasyon	Masining na masining ang pagkagawa ng poster ayon sa kombinasyon ng kulay, pagguhit, at kalinisan	Pangkaraniwan ang kombinasyon ng kulay, pagguhit, at kalinisan	Magulo at hindi masining ang kombinasyon ng kulay, pagguhit, at kalinisan

### ATTACHMENT 14C

#### Rubrik para sa Paggawa ng Jingle

Pamantayan	Magaling	Katamtamang galing	Nangangailangan ng pagsasanay
	<b>3</b>	<b>2</b>	<b>1</b>
Kaangkupan ng mensahe	Naipaabot nang malinaw ang natalakay na mga pangunahing sanhi at bunga ng rebelyon	May kulang o may hindi malinaw sa mga pangunahing sanhi at bunga ng rebelyon	Hindi malinaw at marami ang kulang sa mga dapat na mga pangunahing sanhi at bunga ng rebelyon
Pagkakaawit	Malinaw sa pandinig, sabay-sabay, at kaaya-aya ang tono ng pagkakaawit	1 sa 3 katangian ang wala (malinaw sa pandinig, sabay-sabay, kaaya-ayang tono)	2 o higit pa sa 3 katangian ang wala (malinaw sa pandinig, sabay-sabay, kaaya-ayang tono)
Masining na pagkakagawa	Masining ang pagkakagawa ng jingle, kung saan tama ang mga salita at nakatatagwag-pansin sa nakikinig ang ritmo	Masining ang pagkakagawa ng jingle subalit ang mga salita ay hindi angkop sa ritmo o hindi aktibo ang presentasyon	Ang kabuuan ng jingle ay gumamit ng mga salitang hindi angkop sa aralin at ritmong hindi kaaya-aya

## Assessment Sample 15

ASIGNATURA	BAITANG
Edukasyon sa Pagpapakatao	Ikalimang baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Kapwa Ko, Mahal Ko</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pang-unawa sa kahalagahan ng pananalig sa Diyos na nagbigay ng buhay	Naisasabuhay ang tunay na pasasalamat sa Diyos na nagkaloob ng buhay
CODE NG KASANAYAN	KASANAYANG PAMPAGKATUTO
EsP5PD-IVa-d-14	Naipapakita ang tunay na pagmamahal sa kapwa
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
Inaasahan na sa mga nakaraang aralin ay natalakay na ang konsepto ng Diyos, pananalig, pagmamahal sa kapwa, at iba pang mga kaakibat na konsepto.	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. kahulugan ng pananalig; at</li> <li>2. sitwasyong nagpapakita ng pananalig at pagmamahal sa Diyos.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. maipaliwanag ang kahulugan ng <i>pananalig</i> at iba pang mahahalagang salita;</li> <li>2. mailahad ang iba't ibang sitwasyon na may kaugnayan sa mga konseptong tinalakay; at</li> <li>3. magtanghal ng isang dula-dulaan na tatagal nang tatlo hanggang limang minuto na nagpapakita ng pagdamay o pagtulong sa kapwa na sumasalamain sa pagiging mapagmahal sa Diyos.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral
<b>IV. GAWAING PAGTATAYA</b>	
<ol style="list-style-type: none"> <li>1. Bumuo ng tatlong pangkat. Bawat pangkat ay lilikha ng isang makabuluhang dula-dulaang tatagal nang tatlo hanggang limang minuto. Ito ay magpapakita ng tunay na pananalig at pagdamay o pagtulong sa kapwa na sumasalamain sa pagiging mapagmahal sa Diyos.   <div style="margin-left: 20px;"> <b>Pangkat 1</b>—Magsagawa ng sabayang pagtula na magpapakita ng inyong reaksiyon sa pananakop ng mga Espanyol.   <b>Pangkat 2</b>—Gumawa ng poster na maglalarawan sa mga pagmamalabis na ginawa ng mga Espanyol.   <b>Pangkat 3</b>—Lumikha ng dula-dulaan tungkol sa mga sanhi at bunga ng rebelyon ng mga Pilipino. </div> </li> <li>2. Bawat mag-aaral ay gagamit ng inihandang rubrik para sa pagbibigay ng marka sa gawain ng bawat pangkat.</li> </ol>	

## Assessment Sample 15 (Continued)

### V. PARAAN NG PAGTATALA (Markahan ng x ang espasyo ng angkop na tugon.)

- |  |  |
|--|--|
| <input type="checkbox"/> Paggamit ng tseklist<br><input type="checkbox"/> Paggamit ng class grid<br><input type="checkbox"/> Pagbibigay ng grado<br><input type="checkbox"/> Portfolyo<br><input type="checkbox"/> Pagreerekord ng audio o video | <input type="checkbox"/> Mga marka<br><input type="checkbox"/> Anekdotal na pagtatala<br><input checked="" type="checkbox"/> Mga komento sa gawa ng mag-aaral<br><input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon<br><input type="checkbox"/> Pagkuha ng larawan |
|--|--|

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng x ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng x ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon

#### ATTACHMENT 14C

### Rubrik para sa Paggawa ng Jingle

Pamantayan	Magaling	Katamtamang galing	Nangangailangan ng Pagsasanay
	<b>3</b>	<b>2</b>	<b>1</b>
Kabuuang nilalaman	Ang nilalaman ng dayalogo at eksena ay angkop sa temang ipinapakita.	Naipakita nang tama ang nakatakdang tema sa grupo subalit may mga eksenang hindi naaayon sa tema.	Ang mga dayalogo at eksena ay hindi naaayon sa tema.
Pananaw ng mga tauhan sa dula-dulaan	Malinaw, makatotohanan, at angkop ang mga pananaw ng karakter.	Angkop sa karakter ang mga pananaw subalit ito ay hindi masyadong malinaw o makatotohanan.	Malabo at hindi angkop ang mga pananaw ng karakter.
Pagbigkas ng dayalogo	Angkop ang lakas ng boses at makatotohanan ang paraan ng pagsasalita sa papel na ginagampanan.	Makatotohanan ang paraan ng pagsasalita subalit hindi angkop ang lakas ng boses.	Hindi marinig ang boses at hindi rin angkop ang paraan ng pagsasalita (wari'y hindi ang karakter ang nagsasalita).
Ekspresyon ng mukha at kilos ng katawan	Nakikita ang emosyon sa ekspresyon ng mukha at ang kilos ng katawan ay angkop sa hinihingi ng eksena.	May 1 o 2 eksenang hindi tugma ang ekspresyon sa mukha at kilos ng katawan ayon sa hinihingi ng eksena.	Maraming beses na hindi tugma ang ekspresyon ng mukha at kilos ng katawan sa hinihingi ng eksena.

## Assessment Sample 16

LEARNING AREA	GRADE LEVEL
Mathematics	Grade 5
ACTIVITY TITLE: <b>Interpret Me</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of line graphs and experimental probability	Create and interpret representations of data (tables and line graphs) and apply experimental probability to mathematical problems and real-life situations
COMPETENCY CODE	LEARNING COMPETENCY
M5SP-IVh-3.5	Interpret data presented in different kinds of line graphs (single- and double-line graphs)
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners already know different kinds of graphs and their uses.</p> <p>In this activity, they will interpret data presented in single- and double-line graphs. In small groups, they will work cooperatively to:</p> <ul style="list-style-type: none"> <li>• investigate the features of single- and double-line graphs;</li> <li>• read information in the vertical and horizontal axes;</li> <li>• give labels and assigning scales; and</li> <li>• interpret legends.</li> </ul>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of all features of line graphs.</p> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. read and infer information from the horizontal and vertical axes of line graphs; and</li> <li>2. use calculations to interpret data from line graphs.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <i>(See attached activity.)</i> <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITIES</b>	
There are two activities for interpreting data and line graphs followed by guide questions. <i>(See attached activities.)</i>	

Assessment Sample 16 (Continued)

V. RECORDING METHODS (Put an x mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Checklists	<input checked="" type="checkbox"/> Marks
<input type="checkbox"/> Class grids	<input type="checkbox"/> Anecdotal records
<input type="checkbox"/> Grades	<input type="checkbox"/> Comments on learners' work
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Self-assessment records
<input type="checkbox"/> Audiorecordings, photographs, video footages	
VI. MAKING CONSISTENT JUDGEMENTS (Put an x mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria	
<input type="checkbox"/> Marks scheme linked to the assessment criteria	
VII. FEEDBACK (Put an x mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others	
<input type="checkbox"/> Written feedback from peers/teacher/others	
<input type="checkbox"/> Self-reflection	

ATTACHMENT 16A  
Interpreting Data in a Single-Line Graph

A. Directions: Study the graph and answer the questions that follow.

Ana's Quarterly Grades

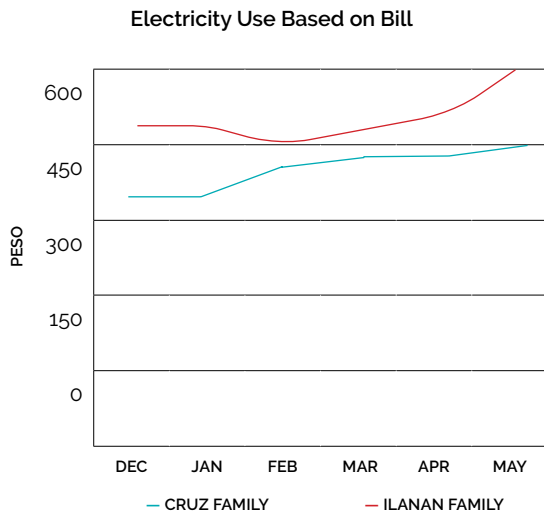
Questions	Your Answers
1. What information is found on the ... a. horizontal axis of the line graph? b. vertical axis of the line graph?	a. _____ b. _____
2. In what quarter did Ana get the ... a. highest grade? b. lowest grade?	a. _____ b. _____
3. In what quarter did Ana's grades go down?	
4. In what quarter did Ana's grades go up?	
5. Between what two quarters did Ana gain 10 points?	

# Assessment Sample 16 (Continued)

## ATTACHMENT 16B

### Interpreting Data in a Double-Line Graph

B. **Directions:** Study the data in the double-line graph and answer the questions that follow.



1. What are being compared in the double-line graph?  
\_\_\_\_\_
2. Which family uses more electricity? How do you know this?  
\_\_\_\_\_
3. How much more did the Ilanan family pay in December than the Cruz family? in February?  
\_\_\_\_\_
4. In which months was the electricity consumption of the Cruz family almost the same as that of the Ilanan family? How do you know this?  
\_\_\_\_\_
5. What is the pattern of consumption of both families over six months? How is this shown in the graph?  
\_\_\_\_\_
6. Why do you think the electricity consumption of both families increased in April and May?  
\_\_\_\_\_































## ATTACHMENT 16C

### Formative Assessment Classroom Checklist

Learning Area:	
Assessment Activity:	
Grade:	
Date:	
Assessment Criteria	Simplified Grading Scale
<b>Knowledge/Understanding</b> <ol style="list-style-type: none"><li>1. Can name features of a single-line graph</li><li>2. Can describe features of a double-line graph</li><li>3. Can tell why data is presented in a single-line graph</li><li>4. Can tell why data is presented in a double-line graph</li><li>5. Can state the pattern shown in line graphs</li></ol>	Demonstrated criteria to a high level: Insert either 3 or  Demonstrated criteria to a satisfactory level: Insert either 2 or OK  Needs help or further practice: Insert either 1 or x
<b>Skills</b> <ol style="list-style-type: none"><li>1. Can read information from the horizontal and vertical axes of line graphs</li><li>2. Can calculate the difference between two values in a double-line graph</li></ol>	

Learners' Names	Assessment Criteria							Overall Rating and Comments
	1	2	3	4	5	6	7	

## Assessment Sample 17

LEARNING AREA	GRADE LEVEL																								
Music	Grade 5																								
ACTIVITY TITLE: Symbols in Music																									
CONTENT STANDARD	PERFORMANCE STANDARD																								
Demonstrate understanding of musical symbols and understanding of concepts pertaining to rhythm	Perform with a conductor and a speech chorus music in simple time signatures																								
COMPETENCY CODE	LEARNING COMPETENCY																								
MU5RH-1a-b-1	Identify visually and aurally the kinds of notes and rests in a song																								
I. OVERVIEW OF LEARNING ACTIVITIES																									
A musical score had been presented to the learners to introduce musical symbols to them. The following musical symbols were discussed.																									
<table><tr><td>Notes</td><td>No. of Beats</td><td>Rests</td><td>No. of Beats</td></tr><tr><td> whole note</td><td>4</td><td> whole rest</td><td>4</td></tr><tr><td> half note</td><td>2</td><td> half</td><td>2</td></tr><tr><td> quarter note</td><td>1</td><td> quarter rest</td><td>1</td></tr><tr><td> eighth note</td><td>½</td><td> eighth rest</td><td>½</td></tr><tr><td> sixteenth note</td><td>¼</td><td> sixteenth rest</td><td>½</td></tr></table>		Notes	No. of Beats	Rests	No. of Beats	 whole note	4	 whole rest	4	 half note	2	 half	2	 quarter note	1	 quarter rest	1	 eighth note	½	 eighth rest	½	 sixteenth note	¼	 sixteenth rest	½
Notes	No. of Beats	Rests	No. of Beats																						
 whole note	4	 whole rest	4																						
 half note	2	 half	2																						
 quarter note	1	 quarter rest	1																						
 eighth note	½	 eighth rest	½																						
 sixteenth note	¼	 sixteenth rest	½																						
Another musical score had been presented for the learners to identify the kinds of notes and rests used in it.																									
II. ASSESSMENT CRITERIA																									
<b>Knowledge</b> Learners demonstrate understanding of the kinds of notes and rests in a musical score.																									
<b>Skills</b> Learners will be able to:																									
1. identify correctly the symbols of notes and rests in a musical score;																									
2. name the musical symbols of notes and rests; and																									
3. give the equivalent number of beats of notes and rests.																									
III. ASSESSMENT METHODS (Put an x mark on the blank where appropriate.)																									
<table><tr><td>___ Observation</td><td>___ Analyses of learners' products</td></tr><tr><td><u>x</u> Tests</td><td>___ Talking to learners</td></tr></table>		___ Observation	___ Analyses of learners' products	<u>x</u> Tests	___ Talking to learners																				
___ Observation	___ Analyses of learners' products																								
<u>x</u> Tests	___ Talking to learners																								

## Assessment Sample 17 (Continued)

<b>IV. ASSESSMENT ACTIVITY</b>
A worksheet will be given to learners to identify notes and rests and to write their equivalent number of beats. (See attached worksheet.)
<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Checklists  <input type="checkbox"/> Class grids  <input type="checkbox"/> Grades  <input type="checkbox"/> Portfolios  <input type="checkbox"/> Audiorecordings, photographs, video footages         </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> Marks  <input type="checkbox"/> Anecdotal records  <input type="checkbox"/> Comments on learners' work  <input checked="" type="checkbox"/> Self-assessment records         </div> </div>
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)
<input type="checkbox"/> Rubric linked to the assessment criteria <input checked="" type="checkbox"/> Marks scheme linked to the assessment criteria
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input type="checkbox"/> Written feedback from peers/teacher/others <input type="checkbox"/> Self-reflection

### ATTACHMENT 17A

### Worksheet

Name:	Date:	
Grade level:	Score:	
<b>Directions:</b> Identify each musical symbol and give its equivalent number of beats.		
Symbol	Name	Number of Beats
1.		
2.		
3.		
4.		
5.		

### ATTACHMENT 17B

### Self-Assessment

Points for Reflection	Yes	No
1. I was able to correctly identify the symbols of notes and rests in a musical score.		
2. I was able to name the musical symbols of notes and rests.		
3. I was able to give the equivalent number of beats for notes and rests.		



## Assessment Sample 18

LEARNING AREA	GRADE LEVEL
Science	Grade 5
<b>ACTIVITY TITLE:</b> <b>Let's Face the Moon</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of the phases of the Moon and the beliefs and practices associated with them	Debug local myths and folklore about the Moon and the stars by presenting pieces of evidence to convince community folks
COMPETENCY CODE	LEARNING COMPETENCY
S5FE-IVg-h-7	Infer the pattern in the changes in the appearance of the Moon
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Before this lesson, learners were assigned to interview their parents and other people in their community about myths and folklore regarding the Moon. In this activity, learners simulate the movement of Earth and its Moon to understand the changing phases. The results of the activity will be used in the next lesson to tell if the myths/beliefs about the Moon have scientific basis.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b>  Learners demonstrate understanding of:</p> <ol style="list-style-type: none"> <li>1. the phases of the Moon;</li> <li>2. the pattern in the changes in its appearance; and</li> <li>3. the relationship between the cyclical pattern to the length of a month.</li> </ol> <p><b>Skills</b>  Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. name the phases of the Moon;</li> <li>2. demonstrate the different changing phases;</li> <li>3. interview their parents on beliefs about the Moon; and</li> <li>4. tell if the myths and beliefs about the Moon have scientific basis.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Tests </div> <div> <input type="checkbox"/> Analyses of learners' products  <input checked="" type="checkbox"/> Talking to learners </div> </div>	

## Assessment Sample 18 (Continued)

### IV. ASSESSMENT ACTIVITY

1. Teacher and/or learners will model the movement of the Moon in relation to the Sun and Earth. They will prepare a lamp with no shade, a soft ball made of Styrofoam, and a pencil.
2. Distribute the learners' checklists.
3. Give the following instructions on how to perform the demonstration and what learners should observe during the demonstration activity.
  - a. In a dark room, switch on the lamp. The lamp represents the Sun.
  - b. Insert the pencil in the middle of the soft ball. The ball represents the Moon.
  - c. You (or a learner) represents Earth. While standing upright, face the lamp holding the pencil with the soft ball.
  - d. Standing in the same position, slowly turn counterclockwise to show the movement of the Moon and Earth.
  - e. Learners observe the Moon from eight positions as you (Earth) turn. They are to draw the eight phases of the Moon.
  - f. Learners compare their drawings of the phases of the Moon with the images and names on a chart.
  - g. Learners determine how long it takes for the Moon to change from one phase to another or from New Moon to Full Moon.
  - h. Learners use the Self-Assessment Form (*See attached form*) to check their understanding on the phases of the Moon.
  - i. Give a short test based on the assessment criteria.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |   |
|---|---|
| <input type="checkbox"/> Checklists                                   | <input checked="" type="checkbox"/> Marks                   |
| <input type="checkbox"/> Class grids                                  | <input type="checkbox"/> Anecdotal records                  |
| <input type="checkbox"/> Grades                                       | <input type="checkbox"/> Comments on learners' work         |
| <input type="checkbox"/> Portfolios                                   | <input checked="" type="checkbox"/> Self-assessment records |
| <input type="checkbox"/> Audiorecordings, photographs, video footages |   |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☐ Rubric linked to the assessment criteria
- ☒ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☒ Self-reflection

Assessment Sample 18 (Continued)

ATTACHMENT 18  
Self-Assessment Form

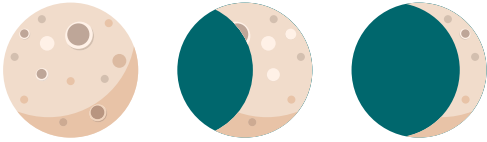
Criteria	Performance Indicators		
	Excellent - 5	Satisfactory - 3	Needs Improvement - 1
Names the phases of the Moon	Mentions correctly 7-8 phases	Mentions correctly 4-6 phases	Mentions correctly 0-3 phases
Draws/Represents the phases of the Moon	Draws correctly 7-8 phases	Draws correctly 4-6 phases	Draws correctly 0-3 phases
Demonstrates correctly to others the movement and positions of the Moon to show the phases	Shows 7-8 of the positions correctly	Shows 4-6 of the positions correctly	Shows 0-3 of the positions correctly
Describes the pattern in the changes in the appearance of the Moon	Tells correctly the pattern for all changes (daily, weekly, monthly)	Tells correctly the pattern for most changes (weekly, monthly)	Tells correctly the pattern in one change (monthly)



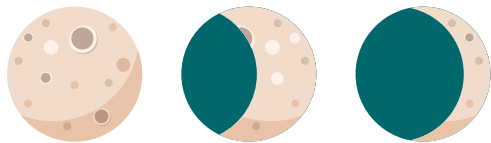
## ATTACHMENT 18

### Self-Assessment Form

1. About how long does it take the Moon to complete its cycle?
  - a. One day
  - a. One week
  - b. One month
  - c. One year
2. Which is the correct order of the phases of the Moon?
  - a. New Moon, Full Moon, First Quarter, Third Quarter
  - b. New Moon, First Quarter, Full Moon, Third Quarter
  - c. First Quarter, Third Quarter, New Moon, Full Moon
  - d. Third Quarter, Full Moon, First Quarter, New Moon
3. When the Moon is between Earth and the Sun, it is most likely in what phase?
  - a. New Moon
  - b. Full Moon
  - c. Third Quarter
  - d. First Quarter
4. During the New Moon phase, we can see light shining from the Moon.
  - a. True
  - b. False
5. During the New Moon phase, the Moon leaves the sky for awhile.
  - a. True
  - b. False
6. What do you call the phase when the Moon is less than half lighted?
7. What do you call the phase when the Moon is more than half lighted?
8. What is meant by a "waxing" Moon?
9. What is meant by a "waning" Moon?
10. Elenor watched the Moon from her bedroom window for one week. She noticed that, at first, it was round and fully lit. At the end of the week, the Moon was lit on the left side and looked like it had been cut in half. What is this stage of the Moon phase cycle called?
  - a. Waning phase
  - b. Waxing phase
  - c. Warming phase
  - d. Wasting phase
11. Between which phases is the Moon waxing?
  - a. Full Moon and Third Quarter Moon
  - b. First Quarter Moon and Full Moon
  - c. New Moon and First Quarter Moon
  - d. Third Quarter Moon and New Moon
12. During which phase does the Moon appear to be a bright, round circle in the sky?
  - a. First Quarter Moon
  - b. New Moon
  - c. Third Quarter Moon
  - d. Full Moon
13. Norman keeps a journal for a homework assignment. Below are his drawings of how the Moon appeared on three different clear nights. Based on Norman's drawings, it appears that the Moon is waning.
 



  - a. True
  - b. False
14. Draw the different phases of the Moon. Provide labels for the phases.



- a. True
- b. False

14. Draw the different phases of the Moon. Provide labels for the phases.

## Assessment Sample 19

<b>ASIGNATURA</b>	<b>BAITANG</b>
Araling Panlipunan	Grade 6
<b>PAMAGAT NG GAWAIN:</b> <b>Ako at ang Mundo</b>	
<b>PAMANTAYANG PANGNILALAMAN</b>	<b>PAMANTAYANG PAGGANAP</b>
Naipamamalas ang higit na malalim na pag-unawa at pagpapahalaga sa patuloy na pagpupunyagi ng mga Pilipino tungo sa pagtugon ng mga hamon ng nagsasarili at umuunlad na bansa	Nakapagpakita ng aktibong pakikilahok sa gawaing makatutulong sa pag-unlad ng bansa bilang pagtupad ng sariling tungkulin na siyang kaakibat na pananagutan sa pagtamasa ng mga karapatan bilang isang malaya at maunlad na Pilipino
<b>CODE NG KASANAYAN</b>	<b>KASANAYANG PAMPAGKATUTO</b>
AP6TDK-IVef-6	Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon ng mga hamon ng malaya at maunlad na bansa
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Sa mga naunang aralin ay natalakay na ang mga pangunahing konsepto tungkol sa pambansa at pandaigdigang kalakalan at ekonomiya. Bago ang gawaing pagtataya ay nakapunta na ang mga mag-aaral sa silid-aklatan o naibigay na sa kanila bilang takdang-aralin ang pagsasaliksik tungkol sa mga kabutihan at di-kabutihang dulot ng globalisasyon. Kailangang malinaw na makikita nila ang kaugnayan nito sa edukasyon, teknolohiya, at industriya.</p> <p>Nakahanda na rin ang mga mag-aaral para sa mga bubuuing grupo.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>kahulugan ng ekonomiya, kalakalan, pambansang ekonomiya, at pandaigdigang ekonomiya;</li> <li>kahalagahan ng globalisasyon at mga suliraning kaakibat nito; at</li> <li>epekto ng globalisasyon sa iba't ibang sektor tulad ng edukasyon, teknolohiya, at industriya.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>maisagawa ang isang debate batay sa tema ng globalisasyon;</li> <li>maipaliwanag ang kabutihan at di-kabutihang dulot ng globalisasyon; at</li> <li>maipaliwanag ang mga epekto ng globalisasyon sa edukasyon, teknolohiya, at industriya.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input checked="" type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral



## Assessment Sample 19 (Continued)

### IV. GAWAING PAGTATAYA

Magbalik-tanaw sa mga nakaraang aralin. Balikan ang mga konsepto ng ekonomiya, kalakalan, globalisasyon, teknolohiya, industriya, at edukasyon.

Bumuo ng tatlong pangkat at magsagawa ng isang debate tungkol sa globalisasyon. Ang unang pangkat ay may tatlong miyembro. Ang natitirang mga mag-aaral ang bubuo ng dalawa pang pangkat. Ang unang pangkat ang magpapatakbo ng debate (bilang tagapamagitan, taga-oras, at tagasulat ng mga importanteng sinabi ng bawat pangkat). Salitan sa papel ng taga-oras at tagasulat ang dalawang miyembro.

Ang ikalawang pangkat ang susuporta sa pangungusap na "Nakabubuti ang globalisasyon sa ekonomiya lalo na sa epekto nito sa edukasyon, teknolohiya, at industriya." Ang ikatlong pangkat ang susuporta sa pangungusap na "Hindi nakabubuti ang globalisasyon sa ekonomiya lalo na sa epekto nito sa edukasyon, teknolohiya, at industriya."

Ang bawat pangkat ay mayroong tigsampung minuto upang magbigay ng kanilang paliwanag. Ang bawat miyembro ay dapat mabigyan ng pagkakataon ng makapagsalita.

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |  |
|---|--|
| <input type="checkbox"/> Paggamit ng tseklist       | <input checked="" type="checkbox"/> Mga marka                          |
| <input type="checkbox"/> Paggamit ng class grid     | <input type="checkbox"/> Anekdotat na pagtatala                        |
| <input type="checkbox"/> Pagbibigay ng grado        | <input type="checkbox"/> Mga komento sa gawa ng mag-aaral              |
| <input type="checkbox"/> Portfolio                  | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon |
| <input type="checkbox"/> Rekording ng audio o video | <input type="checkbox"/> Pagkuha ng larawan                            |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon



## Assessment Sample 19 (Continued)

### ATTACHMENT 19

### Rubrik para sa Debate at Talakayan

Pamantayan	4	3	2	1
Nilalaman ng mensahe	Nakapagbibigay ng maliwanag na halimbawa kung bakit mabuti o hindi mabuti ang epekto ng globalisasyon sa edukasyon, teknolohiya, at industriya	Nakapagbibigay ng maliwanag na halimbawa kung bakit mabuti o hindi mabuti ang epekto ng globalisasyon subalit hindi natalakay ang 1 sa 3 aspeto (edukasyon, teknolohiya, industriya)	Nakapagbibigay ng maliwanag na halimbawa kung bakit mabuti o hindi mabuti ang epekto ng globalisasyon subalit hindi natalakay ang 2 sa 3 aspeto (edukasyon, teknolohiya, industriya)	Hindi nakapagbibigay ng malinaw na halimbawa kung bakit mabuti o hindi mabuti ang epekto ng globalisasyon
Organisasyon	May mahusay na organisasyon at pokus sa paksa.	May ilang pagkakataon na hindi angkop sa tema ang sinasabi.	Maraming pagkakataon na hindi kailangan sa tema ang sinasabi.	Magulo ang paglalahad ng impormasyon.
Paglalahad	Maliwanag at naririnig ang sinasabi ng bawat miyembro.	Malinaw ang ideya subalit may mga pagkakataong hindi naririnig o naiintindihan ang nagsasalita.	Hindi masyadong malinaw ang ideya subalit maayos namang naririnig ang mga paglalahad.	Mahirap unawain at pakinggan ang paglalahad.
Partisipasyon	Lahat ng miyembro ng pangkat ay aktibong nakilahok at tumupad sa kanilang tungkulin.	Nakilahok ang mga miyembro subalit may ilan na napakaliit ng papel na ginampanan.	Marami sa miyembro ang hindi aktibo ang partisipasyon.	Mas marami ang miyembrong hindi aktibo kaysa sa aktibong nakilahok.

Pamantayan	
4	Napakahusay
3	Mahusay
2	Katamtamang husay
1	Nangangailangan ng kasanayan



## Assessment Sample 20 (Continued)

LEARNING AREA	GRADE LEVEL
English	Grade 6
<b>ACTIVITY TITLE:</b> <b>Poetry in Motion</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Listen critically; communicate feelings and ideas orally and in writing with a high level of proficiency; and read various text types to serve learning needs in meeting a wide range of life's purposes	
COMPETENCY CODES	LEARNING COMPETENCIES
EN6OL-IIa-3.7 EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIg-1.7	Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose  Read grade level text with accuracy, appropriate rate, and proper expression
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
Learners have memorized the poem they liked best. They have discussed various techniques on how to deliver and interpret the poem creatively.	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b> Learners demonstrate understanding of the importance of verbal and nonverbal cues.	<b>Skills</b> Learners will be able to: <ol style="list-style-type: none"> <li>1. speak clearly and effectively to an audience;</li> <li>2. adapt one's speech to situations, circumstances, and people addressed; and</li> <li>3. use accompanying nonverbal cues (e.g., gestures) to highlight significant points.</li> </ol>
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners



## Assessment Sample 20 (Continued)

### IV. ASSESSMENT ACTIVITIES

1. Learners will memorize the poem they liked best.
2. Learners will use various techniques including facial expressions and gestures as they recite the poem.
3. Criteria for the oral interpretation will be observed during the presentation.
4. Feedback will be provided to learners and their peers through a peer-assessment process.
5. During a group conference with the teacher, learners will be provided with oral feedback in relation to the criteria. This discussion will be an opportunity to identify areas that they would like to improve.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Checklists ( <i>See attached.</i> ) | <input type="checkbox"/> Marks                      |
| <input type="checkbox"/> Class grids                                    | <input type="checkbox"/> Anecdotal records          |
| <input type="checkbox"/> Grades   | <input type="checkbox"/> Comments on learners' work |
| <input type="checkbox"/> Portfolios                                     | <input type="checkbox"/> Self-assessment records    |
| <input type="checkbox"/> Audiorecordings, photographs, video footages   |   |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☐ Self-reflection



## Assessment Sample 20 (Continued)

ATTACHMENT 20

### Rubric for Oral Poetry Presentation<sup>26</sup>

Category	Proficient - 3	Basic - 2	Developing - 1
Preparedness	Learner was completely prepared and had obviously rehearsed. Learner did not completely rely on the poem for prompting, although may have referred to it from time to time.	Learner was prepared and had obviously rehearsed. However, learner relied heavily on the poem for prompting.	Learner did not seem at all prepared to present and read straight from the poem.
Verbal interpretation	Learner effectively used variations in volume, tone, and word emphasis to convey emotions, attitude, and theme of the poem.	Learner attempted a change in tone of voice to effectively convey emotions. Learner successfully read the poem with feeling.	Learner did not use tone of voice to convey emotion.
Fluency	Pauses were effectively used based on punctuation or to improve meaning and/or dramatic impact.	Some pauses were effectively used based on punctuation, or to improve meaning and/or dramatic impact.	Pauses were not intentionally used, and bore little or no relationship to the punctuation in the poem.
Volume	Learner's voice was loud enough to be heard by the audience and variations were effective in supporting the poem's message.	Learner's voice was loud enough to be heard by the audience throughout the presentation but had little variation.	Learner's voice was often too soft to be heard by the audience.
Clarity	Learner spoke clearly and distinctly throughout the entire presentation and pronounced all words correctly.	Learner spoke clearly and distinctly more than 80% of the time, but mispronounced a few words.	Learner often mumbled or could not be understood.
Enthusiasm	Facial expressions and body language generated strong interest and enthusiasm about the poem in others.	Facial expressions and body language generated moderate interest about the poem in others.	Very little use of facial expressions or body language. Did not generate much interest in the poem being presented.
Comprehension	Learner was able to accurately discuss the poem using the terminology of poetry learned in class and showing a deep understanding of the poem.	Learner was able to discuss the poem using the terminology of poetry learned in class and showing basic understanding of the poem.	Learner was not able to accurately discuss the poem using the terminology of poetry learned in class and showing limited understanding of the poem.
<b>Total Score:</b>			
<b>Comments/Feedback:</b>			

<sup>26</sup>Teacher will use the rubric to assess each performance and record achievement on a class checklist. Peers will use the rubric to give constructive feedback to their group members.

## Assessment Sample 21

LEARNING AREA	GRADE LEVEL
Edukasyon sa Pantahanan at Pangkabuhayan/Technology and Livelihood Education (Industrial Arts)	Grade 6
<b>ACTIVITY TITLE:</b> <b>Fix Me</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
The learners demonstrate understanding of the skills in repairing simple gadgets/furniture/furnishing at home and in school	The learners shall be able to make simple repairs with ease and dexterity.
COMPETENCY CODE	LEARNING COMPETENCY
TLE6IA oh-10	Repairs simple gadgets/furniture/furnishings at home and in school
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>In the earlier lessons learners gathered data on how to do simple repairs using technology or other methods. They also practiced and honed their skills on safe and correct ways of using the carpentry tools needed to repair simple objects</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b>  Learners will be able to know the use of tools for repairing simple gadgets/furniture/furnishings at home and in school.</p> <p><b>Skills</b>  Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. handle simple tools correctly;</li> <li>2. demonstrate how to fix or repair broken items;</li> <li>3. work as a team;</li> <li>4. produce strong and durable repair work;</li> <li>5. demonstrate neat repair work; and</li> <li>6. follow safety rules in handling sharp and pointed tools while working.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners

## Assessment Sample 21 (Continued)

### IV. ASSESSMENT ACTIVITIES

- Learners in groups of three will perform the following simple repair work on broken items.  
Each group will choose one item to repair.  
**Group 1**—Reattach a frame.  
**Group 2**—Replace a chair leg.  
**Group 3**—Reattach a table leg.  
**Group 4**—Fix the loose parts of an object.
- The class will review methods of repair and discuss safety precautions.
- Learners will be given tools and the allotted time to carry out a repair activity.
- Learners must observe safety rules in handling tools and in doing repair work.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |  |  |
|--|--|
| <input type="checkbox"/> Checklists  | <input type="checkbox"/> Marks                                 |
| <input type="checkbox"/> Class grids   | <input type="checkbox"/> Anecdotal records                     |
| <input type="checkbox"/> Grades  | <input checked="" type="checkbox"/> Comments on learners' work |
| <input checked="" type="checkbox"/> Portfolios                                   | <input type="checkbox"/> Self-assessment records               |
| <input checked="" type="checkbox"/> Audiorecordings, photographs, video footages |  |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria  
☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others  
☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)  
☐ Self-reflection



## Assessment Sample 21 (Continued)

### ATTACHMENT 21A

### Rubric for Use of Tools and Repair Work

Assessment Criteria	Level of Proficiency		
	3	2	1
Proper handling of repair tools			
Correct repair of the broken item			
Durability of the finished work			
Active participation of all group members			
Sturdiness of the repaired item			
Neatness of output			
Adherence to safety rules while working			

### ATTACHMENT 21B

### Individual Record Sheet

<b>Name:</b>	<b>Date:</b>		
<b>Assessment Activity:</b>			
Assessment Criteria	Level of Proficiency		
	3	2	1
Proper handling of tools			
Correct execution of repair procedures			
Execution of the assigned task as a group			
Durability and strength of the finished work			
Sturdiness of the repaired item			
Neatness of output			
Adherence to safety rules in handling tools while working			
<b>Comments:</b>			

Legend for Attachments 21A and 21B	Description
3	Very Good
2	Good
1	Needs Improvement

## Assessment Sample 22

ASIGNATURA	BAITANG
Filipino	Ikaanim na baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Pagsulat ng Sanaysay</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya, kaisipan, karanasan, at damdamin	Nakagagawa ang mag-aaral ng script para sa radio broadcasting o teleradyo, editorial, lathalain, o balita
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
F6PS-IVa-3.1	Naibabahagi ang isang pangyayaring nasaksihan
F6PU-IVa-2.1	Nakasusulat ng sanaysay na naglalarawan
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Sa mga nakaraang aralin ay nagkaroon ang mga mag-aaral ng malawak na kaalaman sa iba't ibang uri at pamamaraan ng pagsulat (hal., pagbuo ng talata gamit ang mga wasto at malinaw na pangungusap, pagsulat ng liham, tula, talambuhay, atbp) at mga pang-uri.</p> <p>Sa gawaing pagtatayang ito ay gagamitin ng mga mag-aaral ang kanilang natutunan sa isang mataas na lebel ng pagsulat katulad ng pagsulat ng isang sanaysay na naglalarawan. Bago ang gawaing ito ay naihanda na ng guro ang mga larawang gagamitin sa pagtataya. Maaaring gumamit ng kahit na anong larawan (o iginuhit, kung walang larawan) na nagpapakita ng pagiging responsable ng mga kabataan.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. mga bahagi ng sanaysay at layunin nito; at</li> <li>2. gamit ng salitang naglalarawan (pang-uri).</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. sumulat ng lohikal at angkop na mga pangungusap upang makabuo ng talata;</li> <li>2. gumamit ng angkop na bantas, kapitalisasyon, at pagbabaybay ng mga salita; at</li> <li>3. gumamit ng salitang naglalarawan sa sanaysay.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulat	<input checked="" type="checkbox"/> Pagsusuri ng output ng mag-aaral <input type="checkbox"/> Pakikipanayam sa mga mag-aaral

## Assessment Sample 22 (Continued)

### IV. GAWAING PAGTATAYA

Ibigay ang sumusunod na panuto sa mga mag-aaral:

1. Tingnan ang larawan (o iginuhit) na nakapaskil sa pisara.
2. Isulat sa pisara ang isang pang-uri tungkol sa iyong nakikita sa larawan o sa iginuhit. Kung may naiisip pang pang-uri, maaaring isulat din ito.
3. Mag-isip ng isang pangyayaring nasaksihan kung saan ang mga tao ay nagpakita ng responsableng pag-uugali. Ang pangyayaring ito ay dapat na napapaloob sa temang: Pagbabago ng Panahon: Ikaw at Ako Ay May Pananagutan.
4. Sumulat ng sanaysay na binubuo ng 250 salita at naglalarawan sa pangyayaring ito. Gawing gabay ang mga pang-uri na isinulat sa pisara.
5. Pakinggang mabuti ang iyong guro habang binabasa ang sanaysay.

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paggamit ng tseklist           | <input checked="" type="checkbox"/> Paglalagay ng marka                     |
| <input type="checkbox"/> Paggamit ng class grid         | <input type="checkbox"/> Anekdotol na pagtatala                             |
| <input checked="" type="checkbox"/> Pagbibigay ng grado | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                      | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Rekording ng audio o video     | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya



## Assessment Sample 22 (Continued)

ATTACHMENT 22

### Rubrik sa Pagsulat ng Sanaysay na Naglalarawan

Kategorya	Magaling - 3	Maayos - 2	Nangangailangan ng Pagsasanay - 1
Introduksyon	Nakapanghihiikayat ang panimulang talata. Malinaw na nakalahad ang pangunahing paksa gayundin ang panlahat na pagtanaw ukol dito ng mambabasa.	Nakalahad sa panimulang talata ang pangunahing paksa subalit hindi sapat ang pagpapaliwanag ukol dito at hindi gaanong nakapanghihiikayat sa mambabasa.	Hindi malinaw ang pangunahing talata at ang pangunahing paksa. Hindi rin nakalahad ang panlahat na pagpapaliwanag ukol dito.
Detalyeng gumagamit ng pang-uri	Taglay ng sulatin ang detalyeng gumagamit ng pang-uri at gumagamit ng matitingkad na salita na nakakapaglikha ng imahe sa isipan ng mambabasa.	Gumagamit ng mga pang-uri subalit hindi sapat upang mailarawan nang kaaya-aya ang pinag-uusapan sa sanaysay at may mga pang-uri na hindi angkop ang gamit.	Hindi nagtataglay o wala pa sa limang pang-uri ang ginamit sa sanaysay. Hindi rin angkop ang mga pang-uring ginamit.
Pagkabuo ng pangungusap	Walang pagkakamali sa estruktura ng mga pangungusap.	Mayroong ilang pagkakamali sa estruktura ng mga pangungusap.	Maraming pagkakamali at magulo ang estruktura ng mga pangungusap at gamit ng mga salita.
Organisasyon ng mga ideya	Lohikal at mahusay ang pagkakasunud-sunod ng mga ideya.	Lohikal ang pagkakaayos ng mga talata subalit ang mga ideya ay hindi ganap na nabuo.	Magulo ang mga pangungusap at ideyang inilahad.
Mekaniks	Walang pagkakamali sa mga bantas, kapitalisasyon, at pagbabaybay.	May ilang pagkakamali sa mga bantas, kapitalisasyon, at pagbabaybay.	Marami at nakagugulo ang mga pagkakamali sa mga bantas, kapitalisasyon, at pagbabaybay.
<b>Kabuuan:</b>			



## Assessment Sample 23

LEARNING AREA	GRADE LEVEL
Physical Education	Grade 6
<b>ACTIVITY TITLE:</b> <b>Let Us Dance "Tinikling"</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of participation in and assessment of physical activity and physical fitness	Participate in and assess one's performance in physical activities; assess one's physical fitness
COMPETENCY CODES	LEARNING COMPETENCIES
PE6RD-IIIb-2	Describes the skills involved in the dance
PE6RD-IIIc-h-4	Executes the different skills involved in the dance
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners are to be properly guided on folk dances like "Tinikling" using the instructional video and teacher's discussion. Rudiments of the dance will be explained and demonstrated step by step for the learners. At the end of the demonstration, the learners are to practice the dance steps and demonstrate mastery of the folk dance.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Not applicable</p> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate the sequence of steps involved in the "Tinikling" dance;</li> <li>2. keep in time with the rhythm; and</li> <li>3. enjoy and appreciate the folk dance.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITY</b>	
<p>In a dance presentation by groups, each group will present according to its assigned part.</p> <ul style="list-style-type: none"> <li>• Group 4 for part 1</li> <li>• Group 3 for part 2</li> <li>• Group 2 for part 3</li> <li>• Group 1 for part 4</li> </ul>	

## Assessment Sample 23 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input type="checkbox"/> Written feedback from peers/teacher/others <input type="checkbox"/> Self-reflection	

ATTACHMENT 23A

### Rubric for the Dance Presentation

Criteria	High	Satisfactory	Needs Practice
Choreography	Mastery of the routine and execution matched exactly with the moves that were choreographed.	The routine was mostly mastered and execution was quite similar with the moves that were choreographed.	The routine was not mastered and execution was not similar with the moves that were choreographed.
Technical skills	Throughout the whole performance, toes were pointed, back straight, arm placement was not sloppy, and movements were executed smoothly.	For most of the performance, toes were pointed, back straight, arm placement was not sloppy, and movements were executed smoothly.	Throughout the whole performance, toes were not pointed, back was not straight, arm placement was sloppy, and movements were not executed smoothly.
Performance skills	Eye projection, facial expressions, stage presence, confidence	Eye projection, facial expressions, stage presence, confidence	Eye projection, facial expressions, stage presence, confidence
Rhythm/Tempo	Stayed on count and with the beats of the music	Stayed on count and with the beats of the music	Stayed on count and with the beats of the music

Assessment Sample 23 (Continued)

ATTACHMENT 23B  
Class Checklist

Learning Area: Physical Education	Grade: 6	Date:
Assessment Activity: Demonstration of Folk Dance		
Assessment Criteria  The learner is able to:  1. demonstrate the sequence of steps involved in the "Tinikling" dance;  2. keep in time with the rhythm; and  3. demonstrate enjoyment and appreciation of the folk dance.	Simplified Grading Scale (Use rubric.)  3 Demonstrated criteria to a high level  2 Demonstrated criteria to a satisfactory level  1 Needs help or further practice	

Learners' Names	Assessment Criteria			Overall Rating and Comments
	1	2	3	



## Assessment Sample 24

LEARNING AREA	GRADE LEVEL
Science	Grade 6
<b>ACTIVITY TITLE:</b> <b>Mix It, Name It</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of different types of mixtures and their characteristics	Prepare beneficial and useful mixtures such as drinks, food, and herbal medicine
COMPETENCY CODE	LEARNING COMPETENCY
S6MT-Ia-c-1	Describe the appearance and uses of uniform and non-uniform mixtures
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners have studied properties of matter and the changes matter undergoes. They have also learned that some changes may be useful while others are harmful.</p> <p>This lesson deals with mixtures. Learners will carefully prepare mixtures, describe their appearance, and classify them as homogeneous (matter with components that are uniformly distributed throughout it) or heterogeneous (matter with components that are not uniformly distributed or have localized regions with different properties even if these components are of the same state of matter, e.g., both liquids). Learners will deepen their understanding of mixtures when they do the elaboration activity.</p> <p>Groups of learners can choose a useful mixture that they will prepare in the next science lesson. The product will be evaluated by peers using a set of criteria. The above two activities take two science lessons.</p> <p>Later activities on mixtures involve separating the components of some mixtures.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b> Learners demonstrate understanding of homogeneous and heterogeneous mixtures.	<b>Skills</b> Learners will be able to: <ol style="list-style-type: none"> <li>1. classify mixtures as homogeneous or heterogeneous;</li> <li>2. prepare a useful mixture; and</li> <li>3. evaluate the finished product based on a set of criteria.</li> </ol>
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners

## Assessment Sample 24 (Continued)

### IV. ASSESSMENT ACTIVITIES

Three assessment activities will be carried out to assess the extent to which learners have acquired knowledge and skills.

1. In Activity 1, each group of learners is assigned sets of materials; the members collaboratively perform the activity written on activity cards and answer questions on the activity. They show their product to the class and their classmates will classify the mixture as homogeneous or heterogeneous. Materials for this activity may include a clear drinking glass, water, oil, sand, pepper, powdered juice, powdered detergent, chopped mango, salted egg, food coloring, pepper, salt, tablespoon, evaporated milk, chocolate powder, sugar, corn, nuts, soy sauce, vinegar, tomato.
2. Activity 2 is an elaboration or practice activity where you show drawings of mixtures and/or actual mixtures to learners. Then classify each mixture as homogenous or heterogeneous. This can be done as a game.
3. In Activity 3, learners identify the characteristics of Sample 1 in Box 1. They will use the key words in Table A below to identify these characteristics. They will do the same for Sample 2 placed in Box 2. They will then write the names of other examples of mixtures listed in Table B, either under Box 1 or 2.

**Sample 1** (a homogeneous mixture)

**Characteristics:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. Your own description: \_\_\_\_\_

**Other examples:**

---



---

**Sample 2** (a heterogeneous mixture)

**Characteristics:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. Your own description: \_\_\_\_\_

**Other examples:**

---



---

**Table A. Characteristics**

not uniform in composition
has uniform composition
has one phase
has two or more phases
appearance the same throughout
appearance not the same throughout
components easily separated
components cannot be separated
Add your own example:

**Table B. Examples of Mixtures**

<i>halo-halo</i>	shampoo
<i>puto</i>	vegetable oil
vegetable salad	soy sauce
compost (fertilizer)	<i>kalamansi</i> juice
fruit shake	toothpaste
coffee drink	garden soil
paint	muddy water
vinegar	fish <i>sinigang</i>
Add your own example:	

After the activity the learners will complete the sentence:

**Mixtures are.....**

Each group plans for the activity the following day. The activity involves preparing a fruit- or vegetable-based drink or salad or any kind of food that can be prepared during the class period. The groups' products will be assessed by their own classmates, using a rubric earlier agreed upon by the class.

## Assessment Sample 24 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input checked="" type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input checked="" type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input checked="" type="checkbox"/> Comments on learners' work <input checked="" type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input checked="" type="checkbox"/> Self-reflection	



## Assessment Sample 24 (Continued)

ATTACHMENT 24B

### Self-Assessment Form

Knowledge and Skills	With ease	With some difficulty	Cannot do it
I can describe three characteristics of a homogeneous mixture.			
I can describe three characteristics of a heterogeneous mixture.			
I can classify mixtures as homogeneous or heterogeneous.			
I can give at least two examples of mixtures used at home.			
I can give at least two examples of mixtures found in school.			
I can prepare a useful mixture. ( <i>Name one.</i> )			
I can use a rubric to assess a useful product mixture.			

ATTACHMENT 24A

### Rubric for the Preparation of a Useful Mixture

**Key:**

- 3 marks    Achieved criterion to a high standard  
 2 marks    Achieved criterion to a satisfactory standard  
 1 mark     Needs assistance

Sample Criteria	Indicators		
	3	2	1
Planning	Involved all group members	Involved most group members	Involved less than half of group members
Materials or ingredients	Easily found at home or in the garden	Easily bought from the market or grocery	Not so easy to find (seasonal)
Preparation	Prepared in less than 30 minutes	Took more than one hour to prepare	Took days to prepare
Safety	All aspects of safety considered in planning	Some aspects of safety considered	Assumed safe to use
Science concepts used	Understood by all members	Understood by some members	Understood by less than half the group
Participation	Participation and discipline was evident.	Some participation was evident.	No cooperation was evident.
Presentation of output	Output was very clearly presented showing thorough understanding of concepts; all members helped prepare the presentation and answered questions.	Output was presented with satisfactory understanding of concepts; not all members helped prepare the presentation and answer questions.	Output was not well presented and showed little understanding of the concepts, less than half of the group members did the presentation and answered questions.





## Assessment Sample 25

LEARNING AREA	GRADE LEVEL
English	Grade 7
ACTIVITY TITLE: <b>Jazz It Up</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of precolonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement	Show appreciation for the literature of the past; comprehend texts using appropriate reading styles; participate in conversations using appropriate context-dependent expressions; produce English sounds correctly and use the prosodic features of speech effectively in various situations; and observe correct subject-verb agreement
COMPETENCY CODES	LEARNING COMPETENCIES
EN7F-I-a-3.11	Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides.
EN7F-I-a-3.11.1	Read words, phrases, clauses, sentences, and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends, and glides
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Previously, learners have recognized and practiced creating differences in voice levels and speech patterns. Learners are already familiar with various vowel and consonant sounds, diphthongs, and glides.</p> <p>They are now able to use appropriate volume and enunciation that meet the needs of an oral performance. They practice through engaging in jazz chants and oral drills on new vocabulary, phrases, and sentences.</p> <p>In this session, learners are expected to observe and read vowel and consonant sounds and the sounds of diphthongs, blends, and glides in words, phrases, clauses, sentences, and paragraphs through activities in oral interpretation.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners recognize the various sounds of vowels, consonants, diphthongs, blends, and glides in words, phrases, clauses, sentences, and paragraphs.</p> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. pronounce vowel and consonant sounds correctly when reading texts;</li> <li>2. pronounce diphthongs, blends, and glides when reading texts; and</li> <li>3. use intonation patterns in English correctly.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners

## Assessment Sample 25 (Continued)

### IV. ASSESSMENT ACTIVITIES

Assessment activities to be used:

1. **Jazz Chant**—Form four groups. Make your own oral interpretation of the jazz chant "Warning" by Carolyn Graham. Alternatively, search for jazz chants on Google and select your own text.
2. **Reader's Theater**—Form five groups and perform a reader's theater of your choice. Use the correct production of sounds, pronunciation, and intonation. The group with the best presentation wins. Divide the paragraphs of the reading text and assign to each member. Use a rubric in assessing the group performance.

Mill around while learners are rehearsing and performing both activities, observe individual performances, give oral feedback, and record your observations using the class checklist. Use the rubric during the reader's theater activity.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Checklists ( <i>See attached.</i> )          | <input type="checkbox"/> Marks                              |
| <input type="checkbox"/> Class grids   | <input type="checkbox"/> Anecdotal records                  |
| <input type="checkbox"/> Grades  | <input type="checkbox"/> Comments on learners' work         |
| <input type="checkbox"/> Portfolio   | <input checked="" type="checkbox"/> Self-assessment records |
| <input checked="" type="checkbox"/> Audiorecordings, photographs, video footages |   |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☐ Self-reflection



Assessment Sample 25 (Continued)

ATTACHMENT 25A  
Class Checklist

Learning Area: English	Grade: 7	Date:
Assessment Activity: Jazz Chant and Readers' Theater		
Assessment Criteria	Simplified Grading Scale (Use rubric.)	
The learner is able to:		
1. pronounce vowel and consonant sounds correctly when reading;	3 Demonstrated criteria to a high level	
2. pronounce diphthongs, blends, and glides;	2 Demonstrated criteria to a satisfactory level	
3. use correct intonation patterns when reading;	1 Needs help or further practice	
4. keep rhythm and timing; and		
5. perform confidently showing mastery of the text.		



## Assessment Sample 25 (Continued)

ATTACHMENT 25B

### Rubric for Reader's Theater

Criteria	Mark Scheme				
	5	4	3	2	1
<b>Interpretation</b>					
Elements of speech: 1. Proper pitch 2. Volume 3. Proper tempo 4. Proper rhythm 5. Proper intonation	All five indicators are present.	4 out of 5 indicators are present.	3 out of 5 indicators are present.	2 out of 5 indicators are present.	Only 1 indicator is present.
<b>Characterization</b>					
1. Believable 2. Consistent 3. Impressive 4. Establishes mood 5. Establishes setting	All five indicators are present.	4 out of 5 indicators are present.	3 out of 5 indicators are present.	2 out of 5 indicators are present.	Only 1 indicator is present.
<b>Articulation</b>					
1. Proper volume 2. Proper production of vowels 3. Proper production of consonants 4. Proper production of diphthongs 5. Proper production of blends and glides	All five indicators are present.	4 out of 5 indicators are present.	3 out of 5 indicators are present.	2 out of 5 indicators are present.	Only 1 indicator is present.

## Assessment Sample 26

ASIGNATURA	BAITANG
Edukasyon sa Pagpapakatao	Ikapitong baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Sino Ako?</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pag-unawa sa mga inaasahang kakayahan, talino, at kilos sa panahon ng pagdadalaga o pagbibinata	Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos ( <b>developmental task</b> ) sa panahon ng pagdadalaga o pagbibinata
CODE NG KASANAYAN	KASANAYANG PAMPAGKATUTO
EsP 7 PS Ia-1.1	Natutukoy ang mga pagbabago sa sarili mula sa gulang na walo o siyam hanggang sa kasalukuyan
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Natutuhan na ng mga mag-aaral ang pagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pagiging bahagi ng lipunan. Ipaalam sa mga mag-aaral ang mga layunin ng aralin at itanong kung mayroon pa silang gustong linawin bago isagawa ang gawaing pagtataya. Para sa Gawain 1, ipaalam sa mga mag-aaral na kailangan nilang magdala ng mga larawan ng kabataan o kaya naman ay mga gamit pangguhit.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nakikilala ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. pagbabago sa kanilang sarili mula sa gulang na walo o siyam hangang sa kasalukuyan sa aspektong pakikipag-ugnayan sa mga kasing-edad, gampanin sa lipunan bilang lalaki o babae, at mapanagutang-asal sa pakikipagkapwa at sa lipunan; at</li> <li>2. mga dapat isaalang-alang upang makagawa ng maingat na pagpapasiya.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. tukuyin ang mga pagbabago sa sarili mula sa gulang na walo o siyam hanggang sa kasalukuyan;</li> <li>2. kilalanin ang mga angkop na hakbang sa paglinang ng kakayahan at kilos sa panahon ng pagdadalaga o pagbibinata; at</li> <li>3. ipaliwanag ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental task) sa panahon ng pagdadalaga o pagbibinata.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<input type="checkbox"/> Obserbasyon <input type="checkbox"/> Pagsusulit	<input checked="" type="checkbox"/> Pagsusuri ng output ng mag-aaral <input checked="" type="checkbox"/> Pakikipanayam sa mga mag-aaral
<b>IV. GAWAING PAGTATAYA</b>	
<p>Ang mga mag-aaral ay may dalawang magkaugnay na gawain. Ang layunin ng mga gawaing ito ay upang lubos nilang maunawaan at magkaroon ng paglilinaw sa kanilang sarili tungkol sa aralin. Ipagawa ang mga nasa Gawain 1 at 2 batay sa mga panutong nakasaad dito. (Nasa dulong bahagi kalakip ang Gawain 1 at Gawain 2.)</p>	

## Assessment Sample 26 (Continued)

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paggamit ng tseklist       | <input type="checkbox"/> Paglalagay ng marka                                |
| <input type="checkbox"/> Paggamit ng class grid     | <input type="checkbox"/> Anekdotat na pagtatala                             |
| <input type="checkbox"/> Pagbibigay ng grado        | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                  | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Rekording ng audio o video | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☐ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☐ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon



## Assessment Sample 26 (Continued)

### ATTACHMENT 26A

#### Gawain 1: Pagtuklas ng Dating Kaalaman

**Panuto:** Sa inyong kuwaderno, itala ang limang positibong pagbabago na napapansin ninyo sa inyong sarili (ikaw ngayon kumpara sa noong ikaw ay walo o siyam na taong gulang) ayon sa mga kategorya sa ibaba. Pagkatapos, gumupit o gumuhit ng isang larawan na sa inyong palagay ay kumakatawan sa kategoryang ito. Idikit ang larawan sa kuwaderno. Binibigyan kayo ng 20 minuto upang gawin ito.

1. Pakikipag-ugnayan sa mga kasing-edad (Halimbawa: Hindi lang sa paglalaro kasama ang mga kaibigan kundi maging sa mahahalagang proyektong pampaaralan.)

a.  
b.  
c.  
d.  
e.

2. Papel sa lipunan bilang babae o lalaki

a.  
b.  
c.  
d.  
e.

3. Pamantayan sa asal sa pakikipagkapwa

a.  
b.  
c.  
d.  
e.

4. Kakayahang gumawa ng maingat na pagpapasiya

a.  
b.  
c.  
d.  
e.

Matapos ang 20 minuto ay tatawag ang guro ng ilang mag-aaral upang ipabasa ang kanilang isinulat tungkol sa mga pagbabagong itinala sa kuwaderno. Pag-usapan ang mga naitalang magkakatulad o magkakaiba. Pag-usapan din ang mga posibleng dahilan ng pagkakatulad at pagkakaiba.

### ATTACHMENT 26B

#### Gawain 2: Pagsulat ng Repleksyon o Pagninilay

Sa inyong journal, sumulat ng isang repleksyon o pagninilay tungkol sa paghahambing na iyong ginawa. Gamiting gabay sa pagsulat ang mga sagot sa Gawain 1 at ang mga tanong sa ibaba.

1. Paano mo ilalarawan ang iyong sarili noon sa iyong sarili ngayon?
2. Ano ang ibig sabihin ng mga pagbabagong ito sa iyo bilang isang nagdadalaga o nagbibinata?
3. Makatutulong ba ang mga pagbabagong ito sa iyo? Patunayan.
4. May alalahanin bang kaakibat ang mga pagbabagong ito? Ipaliwanag.
5. Naibigan mo ba ang mga pagbabago sa iyong sarili (dala ng pagdadalaga o nagbibinata)? Ipaliwanag.
6. Ano-ano (o sino-sino) ang mga nakatutulong sa positibong pagbabago sa iyong buhay? Ipaliwanag.

## Assessment Sample 27

LEARNING AREA	GRADE LEVEL
Health	Grade 7
<b>ACTIVITY TITLE:</b> <b>Holistic Health</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of holistic health and its management of health concerns, the growth and development of adolescents, and how to manage the challenges that come with their growth and development	Manage concerns and challenges during adolescence to achieve holistic health
COMPETENCY CODES	LEARNING COMPETENCIES
H7GD-lb13	Explain the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral/spiritual)
H7GD-lc15	Practice health habits to achieve holistic health
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>The learners engage in research activities to develop an understanding of the dimensions of health. They may invite guest speakers from local health organizations and research in books and on the internet. (Refer to Open High School Program in Health 1Q1, Module 1, pages 5 and 6 for further activities.) They may discuss various health topics of interest to adolescents (e.g., fitness, balanced diet, substance abuse, relationships with family/friends, bullying [real and cyber], moral and spiritual values). In groups they share important behaviors and habits that promote holistic health and present these as group murals to be displayed in the school. These healthy habits will also be used to develop personal health plans addressing all dimensions of health. The two assessment activities will probably take two lessons to complete.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<b>Knowledge</b> Learners demonstrate understanding of the following dimensions of holistic health: <ol style="list-style-type: none"> <li>1. physical</li> <li>2. mental/intellectual</li> <li>3. emotional</li> <li>4. social</li> <li>5. moral/spiritual</li> </ol>	<b>Skills</b> Learners will be able to communicate about: <ol style="list-style-type: none"> <li>1. healthy habits and behaviors to promote well-being in all health dimensions; and</li> <li>2. a personal plan/commitment to engage in a healthy lifestyle,</li> </ol>
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners



## Assessment Sample 27 (Continued)

### IV. ASSESSMENT ACTIVITY

1. **Paint Me a Picture**—Revisit the five dimensions of health then group learners into five to create their own mini-murals that will promote these dimensions. The group members will plan together, with a member taking responsibility for a health dimension. The learners will illustrate in their mini-murals the important things needed to achieve holistic health. The members will then compile their works into a group collage. The mini-murals and collages can be displayed in prominent places around the school.
2. **My Health Plan**—Learners will work individually to develop their own plan with achievable goals to improve their holistic health and set personal goals for each of the five health dimensions. In their plan they will include activities, habits, and behaviors they will implement on a daily and weekly basis to improve their health. Then they will share their plan with a partner and make any adjustments based on their partner's feedback.

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |  |
|---|--|
| <input type="checkbox"/> Checklists (See attached.)                   | <input type="checkbox"/> Marks                                 |
| <input type="checkbox"/> Class grids                                  | <input type="checkbox"/> Anecdotal records                     |
| <input type="checkbox"/> Grades                                       | <input checked="" type="checkbox"/> Comments on learners' work |
| <input type="checkbox"/> Portfolios                                   | <input checked="" type="checkbox"/> Self-assessment records    |
| <input type="checkbox"/> Audiorecordings, photographs, video footages |  |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☒ Self-reflection



# Assessment Sample 27 (Continued)

ATTACHMENT 27A

Rubric for “Paint Me a Picture”<sup>27</sup> and “My Health Plan”

Criteria	Excellent - 3	Good - 2	Fair - 1
<b>Content</b> Understanding of all health dimensions	Accurate, complete, and relevant information for all 5 health dimensions	Mostly relevant information addressing 3 to 4 dimensions	Minimal or incorrect information addressing only 0 to 2 health dimensions
<b>Commitment</b> Personal plan	Personal plan addresses all 5 health dimensions with explicit and achievable goals for each.	Personal plan addresses 3 to 4 health dimensions with goals for each.	Personal plan addresses 0 to 2 health dimensions with no goals or with unclear, unattainable goals.

ATTACHMENT 27B

Self-Reflection Activity

1. The most useful thing I learned was
2. The most important health dimension for me to work on is
3. I will stay committed to achieving my personal goals in this health dimension by

<sup>27</sup> This rubric will be used for a collaborative assessment of the group task.



## Assessment Sample 28

LEARNING AREA	GRADE LEVEL
Mathematics	Grade 7
<b>ACTIVITY TITLE:</b> <b style="color: #00a0a0;">We Can Create a Problem and Solve It</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of key concepts of sets and the real number system	Formulate challenging situations involving sets and real numbers and solve these in a variety of strategies
COMPETENCY CODE	LEARNING COMPETENCY
M7NS-Ib-2	Solve problems involving sets
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Prior to this lesson, the learners must have mastered the concepts about sets and Venn diagrams. They can use Venn diagrams to represent varied situations including those from real life.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of sets and problem solving.</p> <p><b>Skills</b> Learners will be able to use Venn diagrams in solving problems.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITY</b>	
<p>The activity requires learners to (1) think of real-life situations that may be represented by a Venn diagram; (2) state their own problems and solve them using a Venn diagram; and (3) demonstrate problem-solving skills and skills in making Venn diagrams.</p> <p><b>Directions:</b> Present the answers to the questions that follow using Venn diagrams.</p> <ol style="list-style-type: none"> <li>In a class of 40 learners, 17 have ridden an airplane, 28 have ridden a boat, 10 have ridden a train, 12 have ridden both an airplane and boat, 3 have ridden a train only, and 4 have ridden an airplane only. Some learners in the class have not ridden any of the three modes of transportation and an equal number have taken all three.             <ol style="list-style-type: none"> <li>How many learners have used all three modes of transportation?</li> <li>How many learners have taken only the boat?</li> </ol> </li> <li>A group of 25 high school learners were asked whether they use either Facebook or Twitter or both. Fifteen of these learners use Facebook and 12 use Twitter.             <ol style="list-style-type: none"> <li>How many use only Facebook?</li> <li>How many use only Twitter?</li> <li>How many use both social networking sites?</li> </ol> </li> </ol>	

## Assessment Sample 28 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> )	<input checked="" type="checkbox"/> Marks
<input type="checkbox"/> Class grids	<input type="checkbox"/> Anecdotal records
<input type="checkbox"/> Grades	<input checked="" type="checkbox"/> Comments on learners' work
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Self-assessment records
<input type="checkbox"/> Audiorecordings, photographs, video footages	
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria	
<input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Oral feedback from peers/teacher/others	
<input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> )	
<input checked="" type="checkbox"/> Self-reflection	

### ATTACHMENT 28

### Peer Group Assessment

**Directions:** Rate the group based on the following indicators.

Indicator 1—The problem created is clear and understandable.

Indicator 2—The solution presented is correct.

Indicator 3—The presentation of the group's work is clear.

Indicator 4—The group's work is clean and neatly done.

Indicator 5—The group showed impressive teamwork.



Rating	Description
5	All the 5 indicators were satisfied.
4	4 out of 5 indicators were satisfied.
3	3 out of 5 indicators were satisfied.
2	2 out of 5 indicators were satisfied.
1	Only 1 out of the 5 indicators was satisfied.

## Assessment Sample 29

LEARNING AREA	GRADE LEVEL
Music	Grade 7
<b>ACTIVITY TITLE:</b> <b>Sing and Move</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of the musical characteristics of representative music from the lowlands of Luzon	Perform music from the lowlands of Luzon with appropriate pitch, rhythm, expression, and style
COMPETENCY CODES	LEARNING COMPETENCIES
MU7LU-la-2	Analyze the musical elements of some lowland vocal and instrumental music selections
MU7LU-la-h-8	Create appropriate movements or gestures to accompany the music selections of the lowlands of Luzon
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners have learned about the Spanish-influenced secular music of the lowlands of Luzon and discovered how the lowland Filipinos, through Spanish-influenced dance music and art songs, express their feelings towards each other, the environment, their history, and their religious beliefs through vocal music. They have played some improvised musical instruments and sang Spanish-influenced songs.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b>  Learners demonstrate understanding of the musical elements of vocal music from lowland Luzon.</p> <p><b>Skills</b>  Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. recognize the distinct musical style of vocal music from lowland Luzon; and</li> <li>2. create body movements while singing vocal music from lowland Luzon.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an x mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners



## Assessment Sample 29 (Continued)

### IV. ASSESSMENT ACTIVITY

In the assessment activities, the learners will recognize the distinct musical style of the vocal music of lowland Luzon through listening, and be able to sing samples of this music with movements to accompany the musical selections. They will also discuss the message of the song and express this in their performance. These activities will take two or more lessons.

Elements of Music	"Bayan Ko"	"Pamulinawen"
Melody		
Rhythm		
Timbre		
Dynamics		
Form		

1. **Group analysis**—Listen to and describe the melody, rhythm, timbre, dynamics, and form of each song. With your group, discuss the elements of music, answer the questions below, and present your output in class.
  - a. What distinct musical style have you observed in each musical composition?
  - b. Are the songs examples of religious or liturgical music? Why do you think so?
2. **Sing and Move**—Choose one secular musical composition and create appropriate movements or gestures to accompany you as you sing it. You will be graded through the criteria on the rubric. (*See attached.*)

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

<input type="checkbox"/> Checklists ( <i>See attached.</i> )	<input type="checkbox"/> Marks
<input type="checkbox"/> Class grids	<input type="checkbox"/> Anecdotal records
<input type="checkbox"/> Grades	<input checked="" type="checkbox"/> Comments on learners' work (group analysis)
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Self-assessment records
<input type="checkbox"/> Audiorecordings, photographs, video footages	

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☐ Self-reflection

## Assessment Sample 29 (Continued)

### ATTACHMENT 29A

#### Rubric for Performance of a Song with Movements

Points	Description
3	The song was performed with correct pitch, rhythm, style, timbre, texture, and melody and with creativity and proper expression.  Movements were expressive and appropriate and enhanced the vocal performance.
2	The song was performed with mostly correct pitch, rhythm, style, timbre, texture, and melody and with creativity and proper expression.  Movements were mostly appropriate and were in time with the vocal performance.
1	The song was performed with difficulty.  Movements were either awkward and inappropriate or minimal.

### ATTACHMENT 29B

#### Peer Evaluation for the Performance of a Song with Movements

Use the rubric to score the performance of other groups and give constructive comments to improve their performance.

1. How well did the group members express the message of the song?
2. How well did the group members sing?
3. How well did the group members perform the movements to accompany the song?
4. What was your overall impression of the performance?



## Assessment Sample 30

LEARNING AREA	GRADE LEVEL
Science	Grade 8
<b>ACTIVITY TITLE:</b> <b>Tug of War</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate an understanding of Newton's three laws of motion and uniform circular motion	Develop a written plan and implement a "Newton's Olympics"
COMPETENCY CODE	LEARNING COMPETENCY
S8FE-la-16	Infer that, when a body exerts a force on another, an equal amount of force is exerted back on it
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Give an overview for the block of lessons that have been completed prior to the assessment activity. You may use the unit/ chapter/lesson overview or description found in the Teacher's Guide.</p> <p>In Grade 7, learners learned about describing motion in terms of displacement, speed, or velocity and acceleration. They created and interpreted visual representation of motion through motion graphs. They also learned about forces that primarily cause the changes in motion. In this lesson they will learn about Newton's First and Second Laws of Motion, or the Law of Inertia and Law of Acceleration, respectively.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b>  Learners demonstrate understanding of Newton's Third Law of Motion, which describes the relationship between the forces that two bodies exert on each other and that these forces are equal in magnitude but opposite in direction.</p> <p><b>Skills</b>  Learners will be able to analyze data from the activity.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Tests </div> <div> <input type="checkbox"/> Analyses of learners' products  <input type="checkbox"/> Talking to learners </div> </div>	
<b>IV. ASSESSMENT ACTIVITIES</b>	
<p>This is an investigation activity and is collaborative in nature.</p> <ol style="list-style-type: none"> <li>1. Record the magnitude of the forces as measured in the spring balance.</li> <li>2. Describe the direction of the forces.</li> <li>3. Make a generalization of the magnitude and direction of the forces in the activity.</li> </ol>	



## Assessment Sample 30 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> ) <input checked="" type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input type="checkbox"/> Self-reflection	

ATTACHMENT 30

### Rubric

Skill/Criteria	3	2	1
Understanding of the concept	Understanding of the concept is evident.	Understanding of the concept is limited.	Lacks understanding of the concept.
Recording of data	Sets up own method of recording.	Uses a provided method well.	Unable to use a provided method.
Analysis of data	Analysis leads to concept attainment.	Analysis leads to the concept but needs further clarification.	Analysis is incorrect.
Presentation of findings	Presentation is clear and impressive.	Presentation is clear but with some room for improvement.	Presentation shows lack of self-confidence.
Group attitude/ Cooperation	Members are self-motivated and cooperative.	Members need some external motivation.	Members are negative, make excuses, and disrupt other learners' work.

## Assessment Sample 31

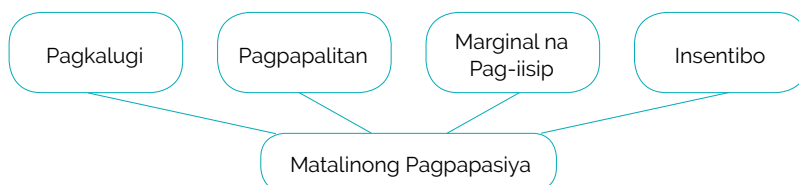
<b>ASIGNATURA</b>	<b>BAITANG</b>
Araling Panlipunan	Ikasiyam na baitang
<b>PAMAGAT NG GAWAIN:</b> <span style="color: #00a0a0; font-weight: bold;">Hello, Ekonomiks!</span>	
<b>PAMANTAYANG PANGNILALAMAN</b>	<b>PAMANTAYANG PAGGANAP</b>
May pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang araw-araw na pamumuhay	Naisasabuhay ang pag-unawa sa mga pangunahing konsepto ng ekonomiks bilang batayan ng matalino at maunlad na pang araw-araw na pamumuhay
<b>CODE NG KASANAYAN</b>	<b>KASANAYANG PAMPAGKATUTO</b>
APgMKE-Ia-I	Nailalapat ang kahulugan ng ekonomiks sa pang-araw-araw na pamumuhay bilang isang mag-aaral at kasapi ng pamilya at lipunan
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
<p>Maraming pakinabang ang maaaring maidulot ng pagkakaroon ng mabuting kaalaman sa ekonomiya. Nagtuturo ito sa atin kung paano tayo mamumuhay, gayundin ng distribusyon nang pantay-pantay ng pinagkukunang-yaman at kung paano masisiyahan kahit limitado at salat ang yaman para sa pagtugon sa walang-katapusang pangangailangan ng tao.</p> <p>Ang tao ay gumagawa ng pasiya araw-araw mula sa payak hanggang sa pinakakumplikado. Sa bawat galaw ng tao, produkto at serbisyo ang kailangan. Dahil sa maraming pamimilian, kailangang magpasiya kung alin ang mahalaga lamang upang mabuhay.</p> <p>Ang buhay ng lahat ng tao ay maaaring guminhawa kung ang paggamit ng mga pasiyang pang-ekonomiya ay maayos na maipatutupad.</p>	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Naipamamalas ng mga mag-aaral ang kanilang pag-unawa sa: <ol style="list-style-type: none"> <li>1. kahalagahan ng ekonomiks sa pang-araw-araw na buhay bilang kasapi ng pamilya at lipunan;</li> <li>2. konsepto ng kasalatan; at</li> <li>3. masinop na paggamit sa mga likas-yaman o ano mang bagay, at pagsasagawa ng likas kayang paggamit nito upang mapakinabangan pa sa susunod na henerasyon.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. ipaliwanag ang mga batayang konsepto ng ekonomiks;</li> <li>2. ipakita ang ugnayan ng kakapusan sa pang-araw-araw na buhay;</li> <li>3. bumuo ng kahulugan at kahalagahan ng ekonomiks; at</li> <li>4. sumulat ng sanaysay na tumatalakay sa kahalagahan at kaugnayan ng ekonomiks sa pang-araw-araw na buhay.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
<u>  x  </u> Obserbasyon <u>      </u> Pagsusulit	<u>  x  </u> Pagsusuri ng output ng mag-aaral <u>      </u> Pakikipanayam sa mga mag-aaral

## Assessment Sample 31 (Continued)

### IV. GAWAING PAGTATAYA

Ibigay ang sumusunod na panuto para sa paggawa ng concept map:

1. Paano ka gumagawa ng pasiya kapag nasa gitna ka ng maraming sitwasyon at kailangan mong pumili? (Ang inyong kasagutan sa bahaging ito ay kaugnay sa mahalagang konsepto ng matalinong pagpapasiya.)



2. Bumuo ng grupo. Hintayin ang panuto ng guro kung ilang kasapi ang bubuo sa grupo. Ang bawat kasapi ay susulat ng mga **word strip**. Sa pagsulat sa mga word strip, bumuo ng mga pangungusap na nagbibigay ng kahulugan o mga kahalagahan ng ekonomiks.



3. Suriin ang mga pangungusap na nabuo mula sa mga word strip kung ang mga ito ay angkop o tama. Pag-usapan sa grupo ang mga sagot sa sumusunod na mga tanong:
  - a. Ano ang kahulugan at kahalagahan ng ekonomiks?
  - b. Bakit mahalagang isaalang-alang ang matalinong pagpapasiya sa anumang gawain sa buhay?
  - c. Kailan at paano ninyo nagagawa o naipakikita bilang mag-aaral ang pagpapahalaga sa ekonomiks?

Ibigay ang sumusunod na panuto para sa sanaysay: Sumulat ng maikling sanaysay sa temang "Sa Bawat Galaw Ekonomiks ang Karamay." Ipaliwanag dito kung bakit mahirap maiwalay ang ating sarili sa ekonomiks.

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input type="checkbox"/> Paggamit ng tseklist           | <input type="checkbox"/> Paglalagay ng marka                                |
| <input type="checkbox"/> Paggamit ng class grid         | <input type="checkbox"/> Anekdotol na pagtatala                             |
| <input checked="" type="checkbox"/> Pagbibigay ng grado | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                      | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Rekording ng audio o video     | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☐ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☒ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon

## Assessment Sample 31 (Continued)

### ATTACHMENT 31A

#### Gabay sa Pagmamarka ng Concept Map

Pamantayan	
4	Ang mga pangunahing kaalaman ay nailahad at naibigay ang kahulugan at kahalagahan ng grupo sa tulong ng bawat kasapi.
3	Ang mga pangunahing kaalaman ay nailahad na pinagtulungan ng bawat kasapi ng grupo subalit hindi wasto ang ilan.
2	Hindi lahat na pangunahing kaalaman ay nailahad ng grupo dahil hindi nagkaisa ang mga kasapi.
1	Ang pangunahing kaalaman ay hindi nailahad at natalakay ng grupo.
Karagdagang komento	

### ATTACHMENT 31B

#### Gabay sa Pagmamarka sa Pagsulat ng Sanaysay

Pamantayan	Bahagdan	Paglalarawan
Nilalaman	40%	Kumpleto at kumprehensibo ang nilalaman ng sanaysay, wasto ang mga impormasyon, at gumamit ng pangunahin at sekundaryang nilalaman.
Mensahe	30%	Malinaw na naipabatid ang mensahe ng sanaysay, at nakabatay ang pananaw sa katotohanan at matalinong pagpapasiya.
Presentasyon	20%	Malinaw ang daloy ng sanaysay at organisado ang paglalahad ng mga argumento at kaisipan.
Pagkamalikhain	10%	Malinis at kumprehensibo ang nabuong sanaysay.
Karagdagang komento		

### ATTACHMENT 31C

#### Gabay sa Puna ng Kamag-aaral

**Panuto:** Pumili ng isang kabuuang marka na naglalarawan sa ginawa ng bawat kasapi ng grupo at bilugan ang bilang na nasa unahan nito.

5	Ang bawat kasapi ng grupo ay nagkaroon ng kaisahan upang mabuo ang gawain at maipaliwanag ito nang maayos sa klase.
4	Naipaliwanag ng grupo ang gawain sa harap ng klase kahit hindi lahat ng kasapi ay tumulong.
3	Nakagawa ng paraan ang grupo upang maipaliwanag ang gawain nito kahit hindi angkop ang mga sagot na nagawa.
2	Natukoy ng ilang kasapi ng grupo ang panuto sa gawain ngunit hindi naipaliwanag sa klase.
1	Walang ginawang kasagutan ang mga kasapi ng grupo sa gawain.

## Assessment Sample 32

ASIGNATURA	BAITANG
Edukasyon sa Pagpapakatao	Ikasiyam na baitang
<b>PAMAGAT NG GAWAIN:</b> <b>Ako at ang Aking Lipunan</b>	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
Naipamamalas ang pag-unawa sa lipunan at layunin nito (ang kabutihang panlahat)	Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
EsPgPL-Ia-1.1  EsPgPL-Ib-1.4	Natutukoy ang mga elemento ng kabutihang panlahat  Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan o sektor sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan
<b>I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO</b>	
Sa puntong ito, inaasahang naipakilala na at naipaunawa na sa mga mag-aaral ang kahulugan ng kabutihang panlahat, ang kahalagahan ng pag-unawa sa lipunan, at ang layunin nito.	
<b>II. KAHINGIAN NG PAGTATAYA</b>	
<b>Kaalaman</b> Nauunawaan ng mga mag-aaral ang: <ol style="list-style-type: none"> <li>1. kahulugan ng kabutihang panlahat;</li> <li>2. iba't ibang elemento ng kabutihang panlahat; at</li> <li>3. kahalagahan ng pag-unawa sa lipunan at layunin nito.</li> </ol>	<b>Kasanayan</b> Nagagawa ng mga mag-aaral na: <ol style="list-style-type: none"> <li>1. ipaliwanag ang mga elemento ng kabutihang panlahat;</li> <li>2. ipaliwanag ang kahulugan ng kabutihang panlahat;</li> <li>3. bumuo ng proyekto na makatutulong sa pamayanan sa pangangailangang pangkabuhayan, pangkultural, at pangkapayapaan; at</li> <li>4. ipamalas ang kahalagahan ng pag-unawa sa lipunan at layunin nito.</li> </ol>
<b>III. PARAAN NG PAGTATAYA</b> (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
___ Obserbasyon ___ Pagsusulit	___ <input checked="" type="checkbox"/> Pagsusuri ng output ng mag-aaral ___ Pakikipanayam sa mga mag-aaral



## Assessment Sample 32 (Continued)

### IV. GAWAING PAGTATAYA

Ibigay ang mga sumusunod na panuto para sa mga gawain:

1. Pangkatang Gawain–Malikhaing Pagtatanghal
  - a. Hatiin ang klase sa tatlong grupo. Ang bawat grupo ay magpapakita ng malikhaing pagtatanghal tungkol sa mga sumusunod:
 

**Pangkat 1**—Newscasting (Unang Elemento)

**Pangkat 2**—Role-play (Ikalawang Elemento)

**Pangkat 3**—Talk Show (Ikatlong Elemento)
  - b. Bibigyan ang bawat grupo ng sampung minuto para makapaghanda at limang minuto para sa pagtatanghal ng grupo.
2. Pangkatang Gawain–Action Plan
  - a. Hatiin ang klase sa dalawang grupo. Ang unang grupo ay pipili ng barangay na nasa timog na bahagi ng paaralan at ang ikalawang grupo ay pipili ng barangay na nasa hilagang bahagi.
  - b. Pipili ang mga mag-aaral ng limang tao sa pamayanan at kanilang tatanungin ito gamit ang gabay na mga tanong galing sa guro (pangkapaligiran, pangkapayapaan, pangkaayusan, o pang-edukasyon).
  - c. Luulat ng mga mag-aaral sa klase ang resulta sa unang gawain. Batay sa naging resulta, bubuo sila ng plano para sa pagsasakatuparan ng isang proyektong tutugon sa pinakaunang suliraning naitala. (Ibibigay ng guro ang gabay.)

### V. PARAAN NG PAGTATALA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Paggamit ng tseklis | <input type="checkbox"/> Paglalagay ng marka                                |
| <input type="checkbox"/> Paggamit ng class grid         | <input type="checkbox"/> Anekdotat na pagtatala                             |
| <input type="checkbox"/> Pagbibigay ng grado            | <input checked="" type="checkbox"/> Pagbibigay-komento sa gawa ng mag-aaral |
| <input type="checkbox"/> Portfolyo                      | <input type="checkbox"/> Tala para sa pansariling pagtataya/ebalwasyon      |
| <input type="checkbox"/> Rekording ng audio o video     | <input type="checkbox"/> Pagkuha ng larawan                                 |

### VI. PAGKAKAROON NG KONSISTENT NA PAGMAMARKA (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pagkakaugnay ng rubrik sa kahingian ng pagtataya (*Tingnan ang kalakip na rubrik.*)
- ☐ Pagkakaugnay ng paraan ng pagbibigay ng marka sa kahingian ng pagtataya

### VII. PAGTUGON (Markahan ng **x** ang espasyo ng angkop na tugon.)

- ☒ Pasalitang pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☒ Pasulat na pagbibigay-puna mula sa kapwa-kamag-aaral/guro/iba
- ☐ Pansariling repleksyon

## Assessment Sample 32 (Continued)

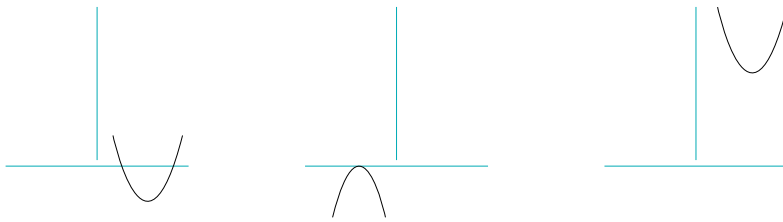
ATTACHMENT 32

### Rubrik para sa Malikhaing Pagtatanghal

Pamantayan	3	2	1
Pag-unawa sa konseptong kanilang ipinakita	Lahat ng ibinahagi ay tugma sa konseptong gustong ipaabot.	May isang konseptong hindi tugma.	May dalawang konseptong hindi tugma.
Partisipasyon at paghahanda	Lahat ng kasapi ay tumulong at nagpakita ng aktibong partisipasyon.	Lamang sa kalahati ng kasapi ay tumulong at nagpakita ng aktibong partisipasyon.	Kulang sa kalahati ng kasapi ay tumulong at nagpakita ng aktibong partisipasyon.
Pagganap ng bawat kasapi	Lahat ng kasapi ay magaling na nakapagganap sa ginagampanang papel.	Lamang sa kalahati ng kasapi ang magaling na nakapagganap sa ginagampanang papel.	Kulang sa kalahati sa kasapi ang magaling na nakapagganap sa ginagampanang papel.
Pagkamalikhain	Lahat ng kasapi ay magaling na nakapagpamalas ng imahinasyon at pagkamalikhain sa ginawang pagtatanghal ng grupo.	Lamang sa kalahati ng kasapi ay magaling na nakapagpamalas ng imahinasyon at pagkamalikhain sa ginawang pagtatanghal ng grupo.	Kulang sa kalahati sa kasapi ay magaling na nakapagpamalas ng imahinasyon at pagkamalikhain sa ginawang pagtatanghal ng grupo.



## Assessment Sample 33

LEARNING AREA	GRADE LEVEL
Mathematics	Grade 9
ACTIVITY TITLE: <b>The Roots of My Nature</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of key concepts of quadratic equations, inequalities and functions, and rational algebraic equations	Investigate thoroughly mathematical relationships in various situations, formulate real-life problems involving quadratic equations, inequalities and functions, and rational algebraic equations and solve them using a variety of strategies
COMPETENCY CODE	LEARNING COMPETENCY
MgAL-Ic-1	Characterize the roots of a quadratic equation using the discriminant
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Prior to this lesson, the learners must:</p> <ol style="list-style-type: none"> <li>1. know how to extract the roots of a quadratic equation by using any of the three methods: factoring, completing the square, or using the quadratic formula;</li> <li>2. understand the definition of a <b>root of a quadratic equation</b> that it is a <b>solution</b> (value of <math>x</math>) that will make the equation true;</li> <li>3. recognize that the graph of a quadratic equation on the Cartesian plane is a <b>parabola</b>, opening either upward or downward; and</li> <li>4. realize that the roots of the quadratic equation are the <b>x-intercepts of the graph</b> of the equation (parabola) and that a parabola may intersect the x-axis <b>at one point, at two points, or not at all</b>.</li> </ol> <div style="text-align: center;">  </div> <p>The present activity aims to show the learners that, without having to compute completely for the roots of the quadratic equation, they will be able to characterize the nature of the roots using the value of the discriminant. The learners must master the skill of evaluating the discriminant to be able to conclude if the parabola will intersect the x-axis at one point (one double real root), at two points (two real and unequal roots), or not at all (two imaginary roots).</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of the nature of roots of a quadratic equation.</p> <p><b>Skills</b> Learners will be able to describe and evaluate the expression given the following values of <math>a</math>, <math>b</math>, and <math>c</math>; and determine the nature of roots of the quadratic equation using the discriminant.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners



## Assessment Sample 33 (Continued)

### IV. ASSESSMENT ACTIVITY

#### **Before the Lesson**

Use flash cards in the form of a contest where the learners will be grouped into five. The learners are going to evaluate the expression given the following values of a, b, and c, and write their answers on the tag board. The first to raise the tag board with the correct answer will get a point. Refer to Activity 3, "What's My Value?," on page 57 of the *Grade 9 Math Learners' Manual*.

#### **During the Lesson**

Explain the meaning of **discriminant**, then ask learners how the value of the discriminant can be used to describe the nature of the roots of a quadratic equation. The discriminant can be equal to zero, positive and a perfect square, positive but not a perfect square, or negative.

Value of Discriminant $D = b^2 - 4ac$	Nature of the Roots	Intersection of the Parabola on the x-axis
Zero	Two real and equal roots	At one point
Positive and a perfect square	Two real, rational, and unequal roots	At two points
Positive but not a perfect square	Two real, irrational, and unequal roots	At two points
Negative	Two real, irrational, and unequal roots	Does not touch the x-axis

Group the learners in pairs. Have them answer *Activity 5: Place on My Table* on page 58 of the *Learners' Manual*. This is a Think-Pair-Share activity. The teacher will move around the classroom while the learners are doing the activity to check if they are on the right track.

#### **After the Lesson**

Learners will answer the test individually. Refer to Activity 7: What Is My Nature? on page 62 of the *Learners' Manual*.

#### **Additional Assessment**

Post sheets of manila paper or cartolina on the walls of the classroom with an illustration of a tree. Group learners into five and give them colored strips of paper with different quadratic equations. Tell them to find the value of the discriminant. Each discriminant has its own place on the tree and the learners will post it on the manila paper or cartolina assigned to them.

- If the roots are real numbers and are equal, paste the strip of paper with the answer on a leaf of the tree.
- If the roots are rational but are not equal, paste the strip with the answer on the trunk of the tree.
- If the roots are irrational numbers and are not equal, paste the strip with the answer on the roots of the tree
- If the equation has no real roots, paste the strip with the answer away from the tree.

Groups will share their output with the class.

### V. RECORDING METHODS (Put an x mark on the blank where appropriate.)

<input type="checkbox"/> Checklists	<input type="checkbox"/> Marks
<input type="checkbox"/> Class grids	<input type="checkbox"/> Anecdotal records
<input checked="" type="checkbox"/> Grades	<input checked="" type="checkbox"/> Comments on learners' work
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Self-assessment records
<input type="checkbox"/> Audiorecordings, photographs, video footages	

## Assessment Sample 33 (Continued)

<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others <i>(See attached written feedback sheet.)</i> <input type="checkbox"/> Self-reflection

ATTACHMENT 33A

### Feedback Sheet

#### Levels of Achievement

**3 High achievement:** Excellently done!

**2 Satisfactory Achievement:** You're doing well – keep practicing!

**1 Areas for improvement:** Here are some tips to help you!

Assessment Criteria	Level of Achievement	Tips to Improve (Comments)
1. Able to characterize and describe the nature of roots of the quadratic equation.		
2. Know how to evaluate the expression given the values of a, b, and c.		
3. Understand the nature of the roots of the quadratic equations using the discriminant.		

ATTACHMENT 33B

### A Rubric for My Real Family Tree

Criteria	25 Points	20 Points	15 Points	10 Points	5 Points
Cooperation/ Teamwork	All members cooperated while doing the tasks.	Most of the members helped in doing the tasks.	Some of the members helped in doing the tasks.	Only a few members helped in doing the tasks.	Only one member helped in doing the tasks.
Correctness	96% to 100% of the given items are correct.	75% to 95% of the given items are correct.	50% to 74% of the given items are correct.	25% to 49% of the given items are correct.	0 to 24% of the given items are correct.
Time element	The output was submitted earlier than the expected time.	The output was submitted exactly on time.	The output was submitted less than 5 minutes late.	The output was submitted between 6 to 10 minutes late.	The output was submitted only for completion. More time is needed to finish the output.

## Assessment Sample 34

LEARNING AREA	GRADE LEVEL
Science	Grade 9
<b>ACTIVITY TITLE:</b> <b>How Do I Breathe Without You?</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate an understanding of how the different structures of the circulatory and respiratory systems work together to transport oxygen-rich blood and nutrients to the different parts of the body	Conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers
COMPETENCY CODE	LEARNING COMPETENCY
SgLT-la-b-26	Explain how the respiratory and circulatory systems work together to transport nutrients, gases, and other molecules to and from the different parts of the body
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>In Grade 6, learners studied the parts and functions of the different organ systems.</p> <p>In this lesson, learners review the parts of the respiratory system and how the parts function to maintain a sound body. They make a model to simulate the breathing process. They also disseminate information about how to protect the respiratory system. This activity is in preparation for the lesson on how the respiratory and circulatory system work together to transport nutrients, gases, and other molecules to and from the different parts of the body.</p> <p>The assessment is focused on both their prior knowledge and new learning.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of the structure and function of the respiratory system.</p> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. create a model to simulate the breathing process;</li> <li>2. fully explain the breathing process using the model as an aid;</li> <li>3. prepare accurate information about how to protect the respiratory system; and</li> <li>4. display the information in ways that reach as many people as possible.</li> </ol>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners

## Assessment Sample 34

<b>IV. ASSESSMENT ACTIVITY</b>	
<p>1. Using local materials, learners construct a one-lung or two-lung model to simulate the breathing process. Use a rubric to assess their models and show how a lung works to explain the breathing process.</p> <p>2. Have the learners make information dissemination materials on how to take care of the respiratory system. They can make a digital poster, short video, or print poster. They can also upload the material through social media or design an information campaign in school. Collect comments and feedback. Use a rubric to assess their work.</p>	
<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> ) <input checked="" type="checkbox"/> Class grids <input type="checkbox"/> Grades <input checked="" type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input checked="" type="checkbox"/> Self-reflection	

ATTACHMENT 34A

### Rubric for the Lung Model

Criteria	Performance Indicators		
	1	2	3
The model	Parts represented the diaphragm (plastic at the bottom), airways (straws), lung/s (balloon/s) and breathing process movement (movement of the balloon/s).	Parts were complete but breathing process movement not clearly shown.	Need to revise the model.
Using the model to explain the breathing process ( <i>see teachers' notes below</i> )	Demonstration was successful and explanation was detailed and accurate.	Demonstration was partly successful and explanation was accurate but gave insufficient detail	Demonstration did not work and explanation about the breathing process was incomplete or incorrect.
As information dissemination material	Facebook posting, poster, or video gave concise, relevant information about how to care for the respiratory system and how to prevent serious damage.  Material was posted in a way that gained maximum exposure.	Facebook posting, poster, or video gave some important information about how to care for the respiratory system.  The material reached only a limited audience.	Incomplete or inaccurate information included in Facebook posting, poster, or video.  The material was not effectively disseminated.

## Assessment Sample 34 (Continued)

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### ATTACHMENT 34A (CONINUED)

#### Rubric for the Lung Model

##### Teachers' Notes:

Materials: one empty two-liter clear bottle, square-shaped plastic bag big enough to cover the mouth of the bottle, thick rubber band, balloon/s, drinking straws, masking tape, modeling clay, scissors

A Single-Lung Model: Inside our body, we have two lungs that work together and the diaphragm is below them. Air goes in and out of both of our lungs at the same time. The plastic at the bottom works like our diaphragm—a strong muscle that expands and contracts, causing the lungs to fill with air and then empty out again. The movement of the balloon matches our breathing; when we breathe in, our lungs are filled with air just like a balloon is filled with air. This is because the diaphragm expands, making room for air to get in through the straw (which represents our airway, or trachea). When we breathe out, our diaphragm contracts and pushes all the air out of our lungs. The same thing happens in the soda bottle model; when you pull down on the plastic, the balloon inflates slightly and when you push it up, the balloon deflates!

### ATTACHMENT 34B

#### Self-Reflection

1. The most interesting thing I learned about the respiratory system was
2. I felt proud about the way I
3. One thing I would do differently next time would be to

Draw a picture or diagram to show your proud moment.

## Assessment Sample 35

LEARNING AREA	GRADE LEVEL		
Science	Grade 9		
<b>ACTIVITY TITLE:</b> <b>I Am Me</b>			
CONTENT STANDARD	PERFORMANCE STANDARD		
Demonstrate understanding of (1) how genetic information is organized in genes on chromosomes, and (2) the different patterns of inheritance	Conduct an information dissemination activity on effective ways of taking care of the respiratory and circulatory systems based on data gathered from the school or local health workers		
COMPETENCY CODE	LEARNING COMPETENCY		
SgLT-Id-28	Describe the location of genes in chromosomes		
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>			
<p>In previous lessons, learners studied the different patterns of non-Mendelian inheritance.</p> <p>In this lesson, learners will make a model of the DNA molecule. They have to be familiar with the DNA structure, hence the need to answer the guide questions after making the model.</p> <p>This model will be used in succeeding lessons to describe the molecular structure of the DNA, locate genes in chromosomes, and explain patterns of inheritance.</p>			
<b>II. ASSESSMENT CRITERIA</b>			
<p><b>Knowledge</b> Learners demonstrate understanding of the structure of the DNA molecule and its components.</p> <p><b>Skills</b> Learners will be able to construct a model of the DNA molecule and identify its components.</p>			
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           ___ Observation  <u> x </u> Tests         </td> <td style="width: 50%; vertical-align: top;"> <u> x </u> Analyses of learners' products            ___ Talking to learners         </td> </tr> </table>		___ Observation <u> x </u> Tests	<u> x </u> Analyses of learners' products ___ Talking to learners
___ Observation <u> x </u> Tests	<u> x </u> Analyses of learners' products ___ Talking to learners		
<b>IV. ASSESSMENT ACTIVITY</b>			
<ol style="list-style-type: none"> <li>1. On a worksheet, individual learners will label the diagram of a DNA molecule.</li> <li>2. In small groups, learners will construct a DNA model following the instruction provided.</li> <li>3. In small groups, learners will answer the questions about DNA.</li> </ol>			
<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)			
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">           ___ Checklists  <u> x </u> Class grids            ___ Grades  <u> x </u> Portfolios            ___ Audiorecordings, photographs, video footages         </td> <td style="width: 50%; vertical-align: top;">           ___ Marks            ___ Anecdotal records            ___ Comments on learners' work            ___ Self-assessment records         </td> </tr> </table>		___ Checklists <u> x </u> Class grids ___ Grades <u> x </u> Portfolios ___ Audiorecordings, photographs, video footages	___ Marks ___ Anecdotal records ___ Comments on learners' work ___ Self-assessment records
___ Checklists <u> x </u> Class grids ___ Grades <u> x </u> Portfolios ___ Audiorecordings, photographs, video footages	___ Marks ___ Anecdotal records ___ Comments on learners' work ___ Self-assessment records		

## Assessment Sample 35 (Continued)

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☒ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☒ Written feedback from peers/teacher/others (*See attached written feedback sheet.*)
- ☐ Self-reflection

#### ATTACHMENT 35A

### Making a Model of a DNA Molecule

#### I. Objectives

- Identify the components of a DNA molecule
- Construct a model of a molecule of DNA

#### II. Materials

Cutouts of basic units of DNA

Coloring materials (yellow, green, blue, red, brown, and black crayons, pastels, or colored pens)

Scissors

Tape or glue

#### III. Procedure

1. Cut out all the units needed to make the nucleotides from the handout provided.
2. Assign color codes for the nitrogenous bases, phosphorus, and sugars.
  - Adenine = yellow
  - Guanine = green
  - Thymine = blue
  - Cytosine = red
  - Phosphate = brown
  - Deoxyribose = white
3. Using the small squares and stars as guides, line up the bases, phosphates, and sugars.
4. Glue the appropriate parts together to form nucleotides.
5. Construct the DNA model using the following sequence to form a row from top to bottom. Let this arrangement represent the left half of your DNA molecule
  - Thymine
  - Adenine
  - Cytosine
  - Guanine
  - Adenine
  - Cytosine

ATTACHMENT 35A (CONTINUED)

Making a Model of a DNA Molecule

6. Complete the right side of the ladder by adding the complementary bases. You will have to turn them upside down to make them fit.
7. Your finished model should look like a ladder.

Adenine	Thymine	Cytosine	Guanine
Adenine	Thymine	Cytosine	Guanine
Adenine	Thymine	Cytosine	Guanine
Deoxyribose sugar	Phosphate	Deoxyribose sugar	Phosphate
Deoxyribose sugar	Phosphate	Deoxyribose sugar	Phosphate
Deoxyribose sugar	Phosphate	Deoxyribose sugar	Phosphate
Deoxyribose sugar	Phosphate	Deoxyribose sugar	Phosphate
Deoxyribose sugar	Phosphate	Deoxyribose sugar	Phosphate



ATTACHMENT 35B

Discussion Guide Questions based on the Model:  
A Test on Observation Skills

A. Sub-units in DNA

A1. Nitrogenous bases

- a. What are the four nitrogenous bases?
- b. What element do they have in common?
- c. What is one property of a base learned in previous lessons?

A2. Sugar molecule

- a. Describe the sugar molecule in DNA in terms of its component atoms.
- b. How many carbons does it have?

A3. Phosphate molecule

Describe the phosphate molecule in DNA in terms of its component atoms.

B. The DNA Molecule

B1. Describe the DNA molecule based on the model you made.

- a. Is the left part the same as the right part?
- b. What is different?

B2. What makes up a nucleotide?

- a. What are the common parts of a nucleotide?
- b. What is the one part of the nucleotide that differs with other nucleotides?

B3. Look at your DNA model.

- a. How are the nitrogenous bases arranged?
- b. What nitrogenous base is paired with what base?
- c. Why do you think each pair is a complementary to the other?
- d. Is there always an equal number of adenine and thymine molecules? Explain your answer.
- e. Is there always an equal number of guanine and cytosine molecules? Explain your answer.
- f. To what molecule is sugar attached?
- g. To what molecule is the phosphate attached?

B4. The letters below represent nitrogenous bases. The text is one half of a DNA strand:

A  
G  
A  
A  
T  
T  
C  
G  
C

B5. Ask one question about DNA that you want answered in succeeding lesson/s.

## Assessment Sample 35 (Continued)

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ATTACHMENT 35C

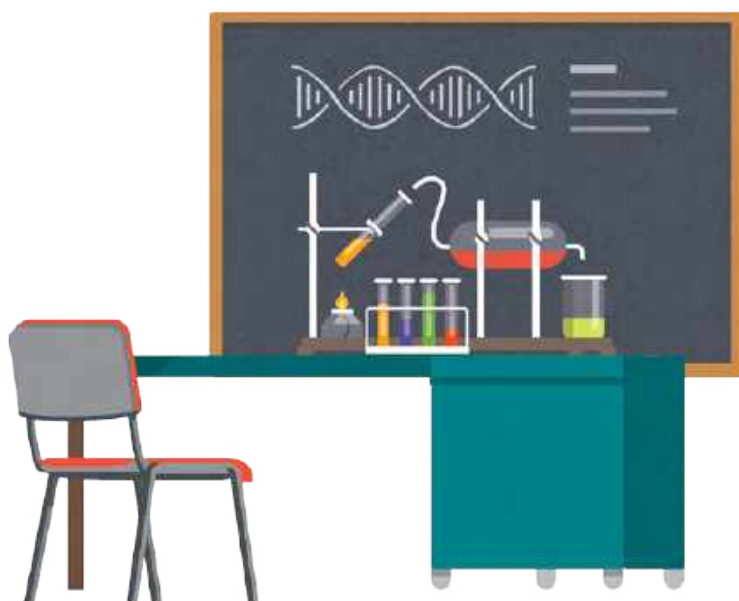
### DNA Model Grading Rubric

#### Accuracy of model (14 points)

- \_\_\_\_\_ Six (6) base pairs minimum (6 points)
- \_\_\_\_\_ Adenine bonded to thymine (1 point)
- \_\_\_\_\_ Cytosine bonded to guanine (1 point)
- \_\_\_\_\_ Hydrogen bond between base pairs (1 point)
- \_\_\_\_\_ Sides of alternating deoxyribose/phosphate groups (2 points)
- \_\_\_\_\_ Base pairs connect to deoxyribose (2 points)
- \_\_\_\_\_ Shows correct double helix shape (1 point)

#### Quality of model (6 points)

- \_\_\_\_\_ The model looks like a ladder with alternating base pairs. (3 points)
  - \_\_\_\_\_ The model demonstrates understanding of the DNA structure. (3 points)
- 



## Assessment Sample 36

LEARNING AREA	GRADE LEVEL
Arts	Grade 10
<b>ACTIVITY TITLE:</b> <b>We Are Impressionists</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
<p>Demonstrate understanding of art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>Demonstrate understanding of the arts as integral to the development of organizations, spiritual beliefs, historical events, scientific discoveries, natural disasters/occurrences, and other external phenomena</p>	<p>Perform or participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements</p> <p>Recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)</p>
COMPETENCY CODE	LEARNING COMPETENCY
A10EL-la-2	Identify distinct characteristics of arts from the various art movements
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>The learners already know the art elements, principles, and influences that characterize the Impressionist movement. They have learned how Impressionism affected post-Impressionism as an art movement. Furthermore, they have learned about the Impressionist artists, seen some of their works, and learned about the distinct characteristics of this art style.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of the elements of art and the techniques and features of Impressionism.</p> <p><b>Skills</b> Learners will be able to produce artwork influenced by Impressionism, through paintings that show the important features (mood, stroking techniques, light and color) of this art style.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITY</b>	
<p><b>Think-Pair-Share</b> The learners work in pairs. They will conceptualize or think of a concept for an "Impressionist" painting. They will take into consideration the following: available materials, techniques to be used, mood that will be implied in the painting, and the elements of art. They will also think of interesting titles for their artwork.</p> <p><b>Skill-demonstration</b> The learners will be given 20 minutes to create an artwork with Impressionist features and using varied techniques and painting materials.</p> <p><b>Reporting</b> The learners will present their painting in front of the class with a brief explanation of the technique/s they used in painting, the mood or subject of their paintings, and the art elements that can be seen in their works that embody the characteristics of an Impressionist painting.</p>	

## Assessment Sample 36 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input checked="" type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input checked="" type="checkbox"/> Self-reflection	

### ATTACHMENT 36A

### Rubric

The total for this assessment is 9 points. Rate the learners according to the indicators in the assessment criteria and rubric below. Complete their scores with comments on the class checklist below and use these to give immediate feedback to the learners.

Learners can also use the rubric to assess their own work, acknowledging their strengths and the areas for their improvement.

Assessment Criteria	Demonstrated criteria to a high level 3	Demonstrated criteria to a satisfactory level 2	Needs help or further practice 1
Display of the important elements of Impressionism	Most of the important elements of Impressionism are clearly displayed in the artwork.	Some important elements of Impressionism are present but not clearly displayed in the artwork.	Little or no evidence of elements of Impressionism in the artwork.
Use of techniques and principles of Impressionism	There is a clear display of Impressionist techniques (strokes) and the principles are effectively utilized.	The use of the Impressionist techniques (strokes) is not consistent but the principles are present.	The use of Impressionist techniques (strokes) is not consistent and the principles are not well utilized.
Expression of clarity of mood or subject	The Impressionist mood is effectively and clearly displayed in the artwork.	The Impressionist mood is not effectively and clearly displayed in the artwork.	There is no clear Impressionist mood portrayed in the artwork.

Assessment Sample 36 (Continued)

ATTACHMENT 36B  
Class Checklist

Learning Area: Arts                      Grade: 10                      Date:

Assessment Activity: Impressionism

Assessment Criteria	Simplified Grading Scale <i>(Use rubric.)</i>
The learner is able to:  1. display the important elements of Impressionism in an artwork;  2. use techniques and principles of Impressionism in an artwork; and  3. express clarity of mood or subject in an Impressionist artwork.	  3 Demonstrated criteria to a high level  2 Demonstrated criteria to a satisfactory level  1 Needs help or further practice



## Assessment Sample 37

LEARNING AREA	GRADE LEVEL
Health	Grade 10
ACTIVITY TITLE: <b>Consumer Health</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Understand the guidelines and criteria in the selection and evaluation of health information, products, and services.	Demonstrate critical thinking and decision-making skills in the selection, evaluation, and utilization of health information, products, and services
COMPETENCY CODES	LEARNING COMPETENCIES
H10CH-1a-b19  H10CH-1a-b20	Differentiate reliable from unreliable health information, products, and services  Explain the guidelines and criteria in the selection and evaluation of health information, products, and services
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>In today's technology-driven world, information is power. As young adults, learners need to understand and be skilled in making intelligent and informed decisions as consumers, especially when it comes to their health. The ability to evaluate and make critical and informed decisions can be achieved if learners learn how to weed through countless sources of information, products, and services that are available around them.</p> <p>This activity aims to develop learners' critical thinking and decision-making skills on consumer health, particularly on health information, products, and services. Learners will identify reliable and unreliable sources of health information, products, and services that are relevant to their lives.</p> <p>The assessment activity will include learners' own concept of consumer health, consumer information, products, and services and the differences between reliable and unreliable health information, products, and services.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of:</p> <ol style="list-style-type: none"> <li>1. consumer health;</li> <li>2. health information, products, and services;</li> <li>3. the criteria in evaluating health information, products, and services; and</li> <li>4. the difference between reliable and unreliable health information, products, and services.</li> </ol> <p><b>Skills</b> Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. define in their own words <b>consumer health, health information, products, and services</b>;</li> <li>2. conduct evaluation or research to compare reliable and unreliable sources of information;</li> <li>3. evaluate health information, products, and services; and</li> <li>4. develop a flyer on consumer health information.</li> </ol>	

## Assessment Sample 37 (Continued)

### III. ASSESSMENT METHODS (Put an **x** mark on the blank where appropriate.)

- |  |  |
|--|--|
| <input type="checkbox"/> Observation<br><input type="checkbox"/> Tests | <input checked="" type="checkbox"/> Analyses of learners' products<br><input type="checkbox"/> Talking to learners |
|--|--|

### IV. ASSESSMENT ACTIVITY

*(Note to teacher: If computers and internet connections are available, the learners can research online for the materials needed. If computers and internet connection are not available, prepare the materials needed and have the learners use them in class. Depending on the range of abilities of the learners, you may choose to use only one activity for all groups.)*

The class will be divided into small groups of three to five learners. Each group will appoint a leader. The leader will help his/her groupmates decide on the roles and responsibilities of each group member. The leader must ensure that every member will have the opportunity to actively participate in the activities.

#### Group 1: (Level: Easiest)

Check out and read the following online resources.

1. Evaluating health websites: <https://nnlm.gov/outreach/consumer/evalsite.html>
2. Evaluating health information on the internet: <http://libguides.utoledo.edu/ConsumerHealth/evaluation>
3. Guidelines for evaluating content: <http://www.mlanet.org/resources/userguide.html>

These websites provide suggestions and guides on how to evaluate websites that provide health information.

From the information gathered from the three websites, develop a flyer that you can distribute in school with the theme "Tips on Selecting Reliable Health Information." The teacher will provide you with examples of flyers.

The flyer must be assessed based on the following:

- A catchy and appropriate title
- At least six tips on selecting reliable health information, with a heading and a brief explanation for each "tip."  
Your sources are the three websites listed but make sure that you do not copy them verbatim. Summarize and write your ideas in your own words.
- For each tip, add your own illustration or drawing. Do not copy and paste from the internet.
- Write by hand or use a computer to present the content of the flyer. However, the copy for submission should be a hard copy.
- Include the name of your group members and the date of your submission.

#### Group 2: (Level: Average)

Look at the two examples that follow. The first box for both products A and B shows the content written in their advertisements. The second box for products A and B shows the content written on their packaging. Compare Product A and Product B using the questions in the first column.

<p>Based on the information in the advertisement look at products A and B.</p> <ul style="list-style-type: none"> <li>• What are the circumstances or situations that would make you buy Product A?</li> <li>• What are the circumstances or situations that would make you buy Product B?</li> <li>• What are the similarities or differences in the two advertisements?</li> </ul>	<p><b>Product A:</b> Advertisement of the fever medicine</p> <p>The medicine for children's fever and pain</p>
	<p><b>Product B:</b> Advertisement of a dietary supplement</p> <p>Contains natural elements that make you stay slim naturally.          Helps maintain normal blood sugar and cholesterol levels          Improves metabolism and burning of fats          Improves blood pressure and skin condition making it smooth and youthful          Supports functions of the heart          Improves blood circulation and oxygen production          Phytonutrients help you stay mentally healthy.</p>

## Assessment Sample 37 (Continued)

IV. ASSESSMENT ACTIVITY (CONTINUED)	
<p>Look at the packaging of Products A and B.</p> <ul style="list-style-type: none"> <li>• Which gives you more information?</li> <li>• What does the packaging of Product A tell you? Explain in your own words.</li> <li>• What does the packaging of Product B tell you? Explain in your own words.</li> </ul>	<p><b>Product A:</b> Packaging (written on the box of medicine for fever) Contents: Paracetamol</p> <p>Indications/Uses: Fever, headache, colds, earache</p> <p>Dosage/Direction for Use: 0-2 years old - 5 ml 3-5 years old - 7.5 ml 6-12 years old - 8-10 ml</p> <p>Administration: May be taken with or without food.</p> <p>Contraindications: Hypersensitivity.</p>
	<p><b>Product B:</b> Packaging (written on the box of a dietary supplement) No approved therapeutic claims</p>
<p>Compare the advertisement in Product A with its packaging.</p> <ul style="list-style-type: none"> <li>• Does the information in the advertisement and packaging match?</li> <li>• Based on the information in the packaging, can you say that the information in the advertisement is truthful? Why do you say so?</li> </ul>	<p><b>Product A:</b> Advertisement of the fever medicine The medicine for children's fever and pain</p>
	<p><b>Product A:</b> Packaging (written on the box of a medicine for fever) Contents: Paracetamol</p> <p>Indications/Uses: Fever, headache, colds, earache</p> <p>Dosage/Direction for Use: 0-2 years old - 5 ml 3-5 years old - 7.5 ml 6-12 years old - 8-10 ml</p> <p>Administration: May be taken with or without food.</p> <p>Contraindications: Hypersensitivity.</p>
<p>Compare the advertisement in Product B with its packaging.</p> <ul style="list-style-type: none"> <li>• Does the information in the advertisement and packaging match?</li> <li>• Based on the information in the packaging, can you say that the information in the advertisement is truthful? Why do you say so?</li> </ul>	<p><b>Product B:</b> Advertisement of a dietary supplement</p> <p>Contains natural elements that make you stay slim naturally. Helps maintain normal blood sugar and cholesterol levels Improves metabolism and burning of fats Improves blood pressure and skin condition making it smooth and youthful Supports functions of the heart Improves blood circulation and oxygen production Phytonutrients help you stay mentally healthy.</p>
	<p><b>Product B:</b> Packaging (written on the box of a dietary supplement) No approved therapeutic claims</p>



## Assessment Sample 37 (Continued)

### IV. ASSESSMENT ACTIVITY (CONTINUED)

Using your answers from the questions above, develop a flyer that gives reminders or guidelines on how consumers can be better informed when making decisions about which medicines to buy.

#### Group 3: (Level: Difficult)

Go to the following websites, which provide suggestions and guides on how to evaluate websites that offer information on health matters.

- Evaluating health websites: <https://nnlm.gov/outreach/consumer/evalsite.html>
- Guidelines for evaluating content: <http://www.mlanet.org/resources/userguide.html>

While reading the articles, identify six criteria that are useful in evaluating health websites. Write your answers in the first column of the table below.

Using the information in the above websites as guide, evaluate the following articles. Write your evaluation for article 1 in the second column, and the evaluation for articles in the third column.

1. Risk factors for cancer: <https://www.cancer.gov/about-cancer/causes-prevention/risk>
2. Not so fast about fruits and vegetables, they cause cancer too! <https://adobochronicles.com/tag/cancer/>

Use the following template when doing the evaluation.

Criteria  (From the websites <i>Evaluating health websites</i> and <i>Guidelines for evaluating content</i> )	Comments on Article 1  ( <i>Risk factors for cancer</i> ) using the Criteria	Comments on Article 2  ( <i>Not so fast about fruits and vegetables, they cause cancer too!</i> ) using the Criteria
1.		
2.		
3.		
4.		
5.		
6.		
<b>Overall assessment:</b>  Which of the two articles is a reliable source of information? Why?		

Display your final outputs on the board (or wall). Fill out the self-reflection form. Then, share your answers with a classmate.

## Assessment Sample 37 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input checked="" type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input checked="" type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Rubric linked to the assessment criteria <input type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input checked="" type="checkbox"/> Self-reflection	

### ATTACHMENT 37A

### Rubric for Group 1: Flyer

Category	Excellent - 4	Good - 3	Satisfactory - 2	Needs Improvement - 1
Content	6 correct tips are included.	5 correct tips are included.	3-4 correct tips are included.	1-2 correct tips are included.
Graphics	All 6 graphics correctly represent each tip.	5 graphics correctly represent the tips.	3-4 graphics correctly represent the tips.	1-2 graphics correctly represent the tips.
Presentation	The flyer is creative, has an interesting title and easy-to-read layout and is colorful, neat, and tidy.	The flyer meets 3 of the 4 subcriteria.	The flyer meets 2 of the subcriteria.	The flyer meets only 1 of the subcriteria.
Group cooperation	All members of the group actively participated in the work.	All members of the group participated in the work but some had limited participation.	Some members did not participate in the work but more than half of the members still participated actively.	Less than half of the members participated actively in the work.
<b>TOTAL</b>				

## Assessment Sample 37 (Continued)

ATTACHMENT 37B

### Rubric for Group 2: Consumer Information in Advertisements and Packaging

Category	4	3	2	1
<b>Comparison and Contrast of Products A and B</b>				
Correctly answered all sets of questions in the activity	Correctly answered all 4 sets of questions	Correctly answered 3 sets of questions	Correctly answered 2 sets of questions	Correctly answered only 1 set of questions
<b>Flyer</b>				
Content	3 correct reminders were included.	2 correct reminders were included.	Only 1 correct reminder was included.	There was an attempt to develop reminders but they were incorrect.
Graphics	Each of the 3 graphics correctly represented each tip.	2 graphics correctly represented the tips.	Only 1 graphic correctly represented the tips.	There was an attempt to develop graphics but they did not come out correctly.
Presentation	The flyer is creative, has an interesting title, is colorful, neat, and tidy, and with an easy-to-read layout.	The flyer meets 3 of the 4 subcriteria.	The flyer meets 2 of the subcriteria.	The flyer meets 1 of the subcriteria.
Group cooperation	All members of the group actively participated in the work.	All members of the group participated in the work but some have very limited participation.	Some members did not participate in the work but more than half of the members still participated actively.	Less than half of the members participated actively in the work.
<b>TOTAL</b>				

ATTACHMENT 37C

### Rubric for Group 3: Evaluating Health Websites

Criteria	3	2	1
Identified all 6 criteria from the websites.	Correctly identified 4-6 criteria from the websites.	Correctly identified 2-3 criteria from the websites.	Correctly identified 0-1 criteria from the websites.
Gave appropriate comments for both Articles 1 and 2 using Criteria 1.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both articles using the criteria identified.	Gave comments but did not address the criteria.
Gave appropriate comments for both Articles 1 and 2 using Criteria 2.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both of the articles using the criteria identified.	Gave comments but did not address the criteria.
Gave appropriate comments for both Articles 1 and 2 using Criteria 3.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both of the articles using the criteria identified.	Gave comments but did not address the criteria.

## Assessment Sample 37 (Continued)

ATTACHMENT 37C (CONTINUED)

### Rubric for Group 3: Evaluating Health Websites (Continued)

Criteria	3	2	1
Gave appropriate comments for both Articles 1 and 2 using Criteria 4.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both of the articles using the criteria identified.	Gave comments but did not address the criteria.
Gave appropriate comments for both Articles 1 and 2 using Criteria 5.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both of the articles using the criteria identified.	Gave comments but did not address the criteria.
Gave appropriate comments for both Articles 1 and 2 using Criteria 6.	Gave appropriate comments for both Articles 1 and 2 using the criteria identified.	Gave mostly appropriate comments for both of the articles using the criteria identified.	Gave comments but did not address the criteria.
Gave the correct overall assessment and provided explanation.	Gave the correct overall assessment and provided explanation.	Gave the correct overall assessment but did not give explanation.	Gave incorrect assessment with no explanation.
<b>TOTAL</b>			

ATTACHMENT 37D

### Self-Reflection

1. I participated actively in the activity. \_\_\_\_ Yes \_\_\_\_ No

2. I am proud of the final output because \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. I can now better evaluate health information, products, and services. \_\_\_\_ Yes \_\_\_\_ No

I answered Yes (or No) because \_\_\_\_\_  
 \_\_\_\_\_

4. I can help my classmates with \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. I need more help with \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Assessment Sample 38

LEARNING AREA	GRADE LEVEL
Mathematics	Grade 10
ACTIVITY TITLE: <b>Sum of Arithmetic Sequences</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of key concepts of sequences, polynomials, and polynomial equations	Formulate and solve problems involving sequences, polynomials, and polynomial equations in different disciplines through appropriate and accurate representations
COMPETENCY CODE	LEARNING COMPETENCY
M10AL-Ic-2	Find the sum of the terms of a given arithmetic sequence
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>Learners have performed activities which allowed them to demonstrate understanding of the meaning of an arithmetic sequence. They were given opportunities to solve problems on finding the <math>n</math>th term in a given arithmetic sequence.</p> <p>The succeeding activities deepen the learners' skills in solving problems on arithmetic sequence especially those using real-life situations.</p>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b> Learners demonstrate understanding of arithmetic sequences.</p> <p><b>Skills</b> Learners will be able to solve real-life problems involving arithmetic sequences.</p>	
<b>III. ASSESSMENT METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Observation <input type="checkbox"/> Tests	<input checked="" type="checkbox"/> Analyses of learners' products <input checked="" type="checkbox"/> Talking to learners
<b>IV. ASSESSMENT ACTIVITY</b>	
<p>Give the learners the following directions:</p> <ol style="list-style-type: none"> <li>Individually, do Exercise 1 to assess your readiness for the present lesson. Exchange worksheets with your seatmate. Teacher will discuss the answers. Each learner reviews item/s which had not been answered correctly.</li> <li>With a partner answer Exercise 2. Teacher will discuss the solution to each task. Each pair checks their answers and reviews item/s which had not been answered correctly.</li> <li>Join with another pair. Together, do Exercise 3. Be prepared to present your answers to the class.</li> <li>In small groups, do Exercise 4.</li> </ol>	

## Assessment Sample 38 (Continued)

<b>V. RECORDING METHODS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records
<b>VI. MAKING CONSISTENT JUDGEMENTS</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Rubric linked to the assessment criteria <input checked="" type="checkbox"/> Marks scheme linked to the assessment criteria	
<b>VII. FEEDBACK</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<input checked="" type="checkbox"/> Oral feedback from peers/teacher/others <input checked="" type="checkbox"/> Written feedback from peers/teacher/others ( <i>See attached written feedback sheet.</i> ) <input type="checkbox"/> Self-reflection	

### ATTACHMENT 38A

### Exercise 1: Review

1. Individually, consider the sequences in the table below.
  - a. Find the next three terms of each sequence.
  - b. In each sequence, show how you got the next terms.
  - c. Fill up the missing words:
    - c1. A sequence where each succeeding term is obtained by adding a fixed number is called a \_\_\_\_\_. (two words)
    - c2. A fixed number is the \_\_\_\_\_ difference  $d$  between any two succeeding terms.

Sequences	Next Three Terms
1. 1, 27, 34, 41, 48, ...	
2. 199, 208, 217, 226, ...	
3. 308, 3013, 318, 323, ...	

2. Based on your answers to c1 and c2 above, with a partner show how you arrived at the equation:

$$t_n = t_1 + (n-1)d.$$

## Assessment Sample 38 (Continued)

### ATTACHMENT 38B

#### Exercise 2

Using the equation on page 183, answer the questions below.

1. What are the first four terms of the arithmetic sequence for which the first term is 7 and the constant difference is 57? What is the 100th term?
2. In the arithmetic sequence 1, 5, 9, 13, which terms equal 153?
3. What is the arithmetic sequence whose 23rd term is -107 and whose 55th term is -267?

### ATTACHMENT 38C

#### Exercise 3: Finding the Sum of Numbers in a Sequence

1. What is the sum of  $1 + 2 + 3 + \dots + 50 + 51 + \dots + 98 + 99 + 100$ ?

Q1: Did you get the answer quickly? Yes \_\_\_\_\_ No \_\_\_\_\_

Q2: Why?

2. If not, here are clues:
  - a. Look at the sum of each pair of numbers: 1 and 100, 2 and 99, 3 and 98, and 50 and 51.
  - b. Count how many pairs of numbers are there from numbers 1 to 100 which are similar to the pairs of numbers given in 2a above. \_\_\_\_\_
  - c. Using your answer in 2b, make a rule to find the sum of all the integers from 1 to 100. \_\_\_\_\_

### ATTACHMENT 38D

#### Exercise 4: Sample Problems Using Real-Life Situations

1. A theatre has 60 seats in the first row, 68 seats in the second row, 76 seats in the third row, and so on in the same increasing pattern. If the theatre has 20 rows of seats, how many seats are in the theatre?
2. Pipes are stacked in a pile of six rows. If drawn, only the first 4 rows from the bottom can be shown. The bottom row has 11 pipes. How many pipes are stacked in the pile?
  - a. What will you consider as the first term in this arithmetic sequence? \_\_\_\_\_
  - b. What is the common difference among the consecutive terms? \_\_\_\_\_
  - c. How many terms are there in this arithmetic sequence? \_\_\_\_\_
  - d. What is the total number of pipes in the pile? \_\_\_\_\_
  - e. How did you find your answer? \_\_\_\_\_
  - f. Write your complete solution. \_\_\_\_\_

# Assessment Sample 38 (Continued)

ATTACHMENT 38D (CONTINUED)

## Exercise 4: Sample Problems Using Real-Life Situations (Continued)

3. Mr. Mateo's son just finished Grade 6. To prepare for his son's college education, Mr Mateo plans to save PhP 10,000 a year. He now has PhP 5,000.
- a. How much will Mr Mateo save after one year? two years?
- b. Given that there will be six more years before his son finishes G12, how much would have been saved by then? Write the equation to solve the problem.
- c. If the estimated tuition expenses for a four-year college degree in a state university is PhP 20 000 per year, will Mr. Mateo have saved enough?

ATTACHMENT 38E

## Class Checklist

Learning Area: Math

Grade: 10

Date:

Assessment Activity: The Sum of Arithmetic Sequences

Assessment Criteria	Simplified Grading Scale
The learner is able to:  1. complete missing terms in a sequence;  2. use equations to solve arithmetic sequences;  3. use equations to calculate the sum of arithmetic sequences;  4. solve real-life problems involving arithmetic sequences; and  5. demonstrate understanding of arithmetic sequences.	  3 Demonstrated criteria to a high level (all correct)  2 Demonstrated criteria to a satisfactory level (at least 60% correct)  1 Needs help or further practice

Learners' Names	Learners' Names					Overall Rating and Comments
	1	2	3	4	5	



## Assessment Sample 39

LEARNING AREA	GRADE LEVEL
Music	Grade 10
ACTIVITY TITLE: <b style="color: #00a69a;">My Music</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate understanding of twentieth-century music styles and characteristic features	Create musical pieces using particular style/s of the twentieth century
COMPETENCY CODE	LEARNING COMPETENCY
MU10TC-lb-5	Sing melodic fragments of music from the Impressionist period
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>The learners have learned the elements of music: melody, harmony, rhythm, dynamics, tempo, and form. They have also learned about musical styles such as that of Impressionism. They were able to listen to the style of the music that makes use of sound to let the listener feel the moods and emotion of music with this style.</p> <p>The learners have also learned about the following characteristics of Impressionistic music:</p> <ol style="list-style-type: none"> <li>1. It is marked by irregular rhythms.</li> <li>2. It avoids traditional harmonic progressions.</li> <li>3. It has unresolved dissonance.</li> <li>4. It uses the whole-tone scale, the ninth chord, and modal and exotic scales.</li> </ol>	
<b>II. ASSESSMENT CRITERIA</b>	
<p><b>Knowledge</b></p> <p>Learners demonstrate understanding of the characteristics of twentieth-century music styles and features of Impressionism.</p> <p><b>Skills</b></p> <p>Learners will be able to:</p> <ol style="list-style-type: none"> <li>1. recognize the distinct musical style of Impressionism; and</li> <li>2. compose music pieces based on the characteristics of twentieth-century music.</li> </ol>	
<b>III. ASSESSMENT METHOD</b> (Put an <b>x</b> mark on the blank where appropriate.)	
<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Observation  <input type="checkbox"/> Tests         </div> <div> <input checked="" type="checkbox"/> Analyses of learners' products  <input type="checkbox"/> Talking to learners         </div> </div>	

## Assessment Sample 39 (Continued)

### IV. ASSESSMENT ACTIVITIES

**Activity 1.** The learners will be asked to listen to an excerpt of Claude Debussy's music. After listening to the music they will answer the question: *Which elements of music did you hear clearly in Debussy's music?* Have them describe the characteristic of this element in the music they listened to. Have them write their description in the table below.

Melody	
Harmony	
Rhythm	
Dynamics	
Tempo	
Form	

Talk about the learner's answers with them and clarify any misconceptions.

**Activity 2.** Group the class into five and ask each group to compose a short song that shows the characteristics of Impressionistic music. Give the learners 15 minutes to collaborate on their compositions then ask them to present their work in class. Have them assess each other's work using the rubric provided. Learners will also reflect on their own performance using the self-assessment questions. *(See attached.)*

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Checklists <i>(See attached.)</i> | <input type="checkbox"/> Marks                              |
| <input type="checkbox"/> Class grids                                  | <input type="checkbox"/> Anecdotal records                  |
| <input type="checkbox"/> Grades                                       | <input type="checkbox"/> Comments on learners' work         |
| <input type="checkbox"/> Portfolios                                   | <input checked="" type="checkbox"/> Self-assessment records |
| <input type="checkbox"/> Audiorecordings, photographs, video footages |   |

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria
- ☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others
- ☐ Written feedback from peers/teacher/others *(See attached written feedback sheet.)*
- ☒ Self-reflection

Assessment Sample 39 (Continued)

ATTACHMENT 39A  
Rubric for Description Table

Elements	The song utilized many musical elements.	The song utilized some musical elements.	The song utilized only one musical element.
Characteristics	Most characteristics of Impressionistic music were evident in the song.	Some characteristics of Impressionist music were evident in the song.	No characteristic of Impressionist music were evident in the song.
Performance	The group sang in harmony and demonstrated mastery of the song.	The group sang in harmony with some glitches in the performance of the song.	The group did not sing in harmony and did not demonstrate mastery of the song.

ATTACHMENT 39B  
RUBRIC FOR LEARNER'S PERFORMANCE  
Peer Assessment Recording Tool  
(To be collected by the teacher)

Group Name:

Group Members:

Criteria	3	2	1	Total/Comments
Elements				
Characteristics				
Performance				

ATTACHMENT 39C  
Self-Reflection

1. What did I learn from the topic and activities we had today?

2. Which part of the lesson did I have problems with? Why?

3. How can I correct these problems?

## Assessment Sample 40

LEARNING AREA	GRADE LEVEL
Technology and Livelihood Education (Horticulture)	Grade 10
<b>ACTIVITY TITLE:</b> <b>Preparing the Land for Planting Vegetable Crops</b>	
CONTENT STANDARD	PERFORMANCE STANDARD
Demonstrate an understanding of concepts, underlying theories, and principles in preparing land for horticultural crop production	Independently prepare land for horticultural crop production and accomplish required tasks
COMPETENCY CODES	LEARNING COMPETENCIES
TLE_AFAACP912PLA-If-h-27	Prepare land for cultivation
TLE_AFAACP912PLA-Ifh-j-28	Prepare the cultivating equipment
<b>I. OVERVIEW OF LEARNING ACTIVITIES</b>	
<p>This lesson deals with the steps in preparing the land for planting vegetable crops. It also includes the importance of proper land preparation, tools, implements, and simple equipment to be used in this activity. Learning activities are as follows:</p> <ol style="list-style-type: none"> <li>1. Pretest (<i>See attached.</i>)</li> <li>2. As motivational activity, take learners to the field and ask:             <ol style="list-style-type: none"> <li>a. What do we need to do before planting?</li> <li>b. What are the tools needed to prepare the land?</li> </ol> </li> <li>3. Identify tools and equipment from pictures, videos, and actual tools and classify them according to their use.</li> <li>4. Discuss the following topics:             <p><b>Group 1.</b> When is the land thoroughly prepared?</p> <p><b>Group 2.</b> What are the steps in preparing the land?</p> <p><b>Group 3.</b> What are the methods of land preparation?</p> <p>Each group is given three minutes to present its output.</p> </li> <li>5. Make a flowchart of the steps in land preparation.</li> <li>6. Learners reflect on this question: Why do we need to observe proper use of farm tools, implements, and equipment?</li> <li>7. Conduct a comparative study on zero tillage and a cultivated field to be planted with eggplant. Divide the class into two groups. Each group will prepare a 200 sq m. area.             <p><b>Group 1</b>—Zero tillage</p> <p><b>Group 2</b>—Cultivated field</p> </li> <li>8. Use appropriate tools, implements, and equipment in preparing the field. Observe safety precautions by wearing Personal Protective Equipment (PPE) to avoid accidents.</li> <li>9. Posttest</li> </ol>	

## Assessment Sample 40 (Continued)

### II. ASSESSMENT CRITERIA

#### Knowledge

Learners demonstrate understanding of:

1. the use of appropriate tools and equipment in preparing land for planting vegetable crops; and
2. the use of Personal Protective Equipment in accomplishing tasks on a farm.

#### Skills

Learners will be able to:

1. identify the different tools, implements, and equipment shown through pictures or slides; and
2. demonstrate thorough land preparation in planting vegetable crops.

### III. ASSESSMENT METHODS (Put an **x** mark on the blank where appropriate.)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Observation<br><input checked="" type="checkbox"/> Tests | <input checked="" type="checkbox"/> Analyses of learners' products<br><input type="checkbox"/> Talking to learners |
|--|--|

### IV. ASSESSMENT ACTIVITIES

1. Conduct the pre- and posttests. *(See attached.)*
2. Correctly identify and classify ten tools used in land preparation for crops. *(See rubric.)*
3. Make a flowchart of the steps in land preparation. *(See Analysis of Learners' Products.)*
4. Demonstrate correct land preparation using correct tools and processes. *(See Practical Observation.)*

### V. RECORDING METHODS (Put an **x** mark on the blank where appropriate.)

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Checklists <i>(See attached.)</i><br><input type="checkbox"/> Class grids<br><input type="checkbox"/> Grades<br><input type="checkbox"/> Portfolios<br><input type="checkbox"/> Audiorecordings, photographs, video footages | <input type="checkbox"/> Marks<br><input type="checkbox"/> Anecdotal records<br><input checked="" type="checkbox"/> Comments on learners' work<br><input type="checkbox"/> Self-assessment records |
|--|--|

### VI. MAKING CONSISTENT JUDGEMENTS (Put an **x** mark on the blank where appropriate.)

- ☒ Rubric linked to the assessment criteria  
☐ Marks scheme linked to the assessment criteria

### VII. FEEDBACK (Put an **x** mark on the blank where appropriate.)

- ☒ Oral feedback from peers/teacher/others  
☒ Written feedback from peers/teacher/others *(See attached written feedback sheet.)*  
☐ Self-reflection

Assessment **Sample 40** (Continued)

ATTACHMENT 40A

Rubric for Naming or Identifying Tools

Level	Indicator
Excellent	10 correctly named tools
Very satisfactory	7-9 correctly named tools
Satisfactory	4-6 correctly named tools
Needs improvement	1-3 correctly named tools



## Assessment Sample 40 (Continued)

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ATTACHMENT 40B

### Pre- and Posttest

Name: \_\_\_\_\_

Year and Section: \_\_\_\_\_

**Directions:** Answer the following questions. Circle the best answer.

1. Which is NOT a factor to consider in proper land preparation?
  - a. Soil and climatic factors
  - b. Availability of skilled labor
  - c. Availability of tools, implements, and equipment
  - d. Kind and rate of fertilizer
2. What is the primary purpose of plowing?
  - a. To control weeds
  - b. To provide dust mulch
  - c. To improve soil tilth
  - d. To break compacted soils and pulverize soil clods
3. What is the type of cultivation in which the planting area is not loosened except for the place where the seeds are set?
  - a. zero tillage
  - b. hoe cultivation
  - c. general tillage
  - d. interplant cultivation
4. Which set of tools is used in preparing a garden plot?
  - a. axe, knife, pick mattock
  - b. shovel, pruning shears, scythe
  - c. grub hoe, pick mattock, shovel
  - d. plow and harrow
5. When is the best time to prepare the land for planting vegetable crops?
  - a. When the soil is too wet so that tilling would be easy
  - b. When the soil is too dry to avoid puddling
  - c. When the soil is not too wet and not too dry to facilitate cultivation
  - d. When farmers are not busy

## Assessment Sample 40 (Continued)

ATTACHMENT 40C

### Rubric for Land Preparation and Posttest

Criteria	Outstanding - 4	Very Satisfactory - 3	Satisfactory - 2	Needs Improvement - 1
Appropriate use of tools/equipment (35%)	All 5 tools and equipment were used appropriately	4 tools and equipment were used appropriately	3 tools and equipment were used appropriately	0-2 tools and equipment were used appropriately
Proper execution of steps and procedures (50%)	Followed all 7 steps properly	Missed 1 of the steps	Missed 2 of the steps	Missed 3 of the steps
Time management (10%)	Work completed ahead of time	Work completed on time	Work completed less than 30 minutes after the time frame	Work completed more than 30 minutes after the time frame
Content (5%)	5 questions answered correctly	4 questions answered correctly	3 questions answered correctly	0-2 questions answered correctly





## Glossary

<b>Analysis of learners' products</b>	an assessment method where teachers judge the quality of products produced by learners according to agreed criteria.
<b>Anecdotal records</b>	objective narrative records of learner performance, strengths, needs, progress, and behavior.
<b>Assessment activities</b>	the tasks learners are asked to complete to demonstrate their learning (knowledge and understandings, skills, and attitudes).
<b>Assessment criteria</b>	performance indicators for success.
<b>Assessment methods</b>	ways of gathering evidence about learners' learning, aligned with the curriculum; the assessment methods are observation, talking to learners (conferencing), analysis of learner's products, and tests.
<b>Class checklist</b>	a recording method that outlines the assessment activity and criteria and lists all learners' names; the teacher records the extent to which each learner demonstrated the assessment criteria and often includes a comment for each learner.
<b>Class grid</b>	a grid (A3 size works well) where evidence of learner learning can be recorded over time; it contains the assessment activity, criteria, observation notes, and dates.
<b>Classroom assessment</b>	the process of gathering evidence of what learners know and understand, and what learners can do; classroom assessment includes both formative and summative assessment.
<b>Cognitive process dimension</b>	adapted from Anderson & Krathwohl (2001), it is a schema for classifying and creating learning and assessment activities; it defines a broad range of cognitive processes from basic to complex: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.
<b>Collaborative assessment</b>	assessment where groups of learners are assessed collectively for their performance on a common task, according to agreed criteria.
<b>Competencies</b>	the knowledge, understanding, skills and attitudes that learners need to demonstrate in every lesson and/or learning activity as defined in the K to 12 Curriculum Guides.
<b>Conferencing</b>	an assessment method where teachers talk to and question learners about their learning to gain insights on their understanding and to progress and clarify their thinking.

<b>Content standards</b>	levels of quality that identify the essential knowledge and understanding that should be learned in each learning area and grade; they cover a specified scope of sequential topics within each learning strand, domain, theme, or component.
<b>Criterion-referenced assessment</b>	an assessment approach where teachers develop and use specific assessment criteria drawn from the curriculum standards and competencies to judge learners' achievements and progress.
<b>Explicit teaching</b>	a strategy where the teacher delivers direct or straightforward instruction to learners, often providing scaffolding to support their learning and sometimes modeling thinking, writing, and other learning processes.
<b>Feedback</b>	explicit information given to learners about what they have done well, the areas for their improvement, and tips on how to improve.
<b>Formative assessment</b>	assessment based on agreed assessment criteria and that occurs while learners are learning; the purposes being to provide learners with immediate feedback on how well they are learning and to inform teachers about the effectiveness of their teaching.
<b>Hands-on activities</b>	activities that actively engage learners in learning by allowing them to experience and manipulate learning resources to support their learning.
<b>Inclusive</b>	feature of education that takes into account the diverse needs of learners, consciously considering their gender, learning needs, ability/disability, language of learning, culture, and socioeconomic status.
<b>Individual assessment</b>	assessment where learners demonstrate independently what they have learned through a range of formative and summative assessment activities.
<b>Investigative activities</b>	activities that allow learners to participate and engage in discovering and exploring a particular topic or problem.
<b>Key stages of schooling</b>	levels of schooling that refer to Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 10, and Grades 11 and 12.

<b>KWL chart</b>	a graphic organizer that can be used as a diagnostic assessment to find out what learners already know about a topic (K); what they want to know (W) about it; and as a post assessment where learners reflect on what they have learned (self-assessment) (L).
<b>Learner-centered activities</b>	activities that enable learners to be actively engaged in their learning such as hands-on activities, collaborative group work, discovery learning, problem-solving activities, performance tasks, investigations, and research, for example; the teacher acts as a facilitator of learning throughout these activities.
<b>Multimedia presentation</b>	presentation involving use of text, audio, images, animation, video and interactive content that is presented using electronic devices such as computers, tablets, cell phones, videos, and relevant software such as PowerPoint or Prezi.
<b>Observation</b>	an assessment method that is either formal or informal and records observations of learners' performance or behaviors, based on assessment criteria.
<b>Peer assessment</b>	assessment where learners give explicit constructive feedback to peers based on agreed assessment criteria to help improve their learning.
<b>Performance standards</b>	describe the abilities and skills that learners are expected to demonstrate in relation to the content standards and integration of twenty-first-century skills.
<b>Portfolio</b>	organized collections of learners' work that may be used to show and describe their performance and progress in learning.
<b>Psychomotor activities</b>	activities that involve the use of the physical body such as the limbs in learning coordinated physical skills.
<b>Recording methods</b>	ways of storing information on each learner's progress throughout the curriculum (knowledge and understandings, skills, and attitudes).
<b>Reliability (in relation to assessment)</b>	assessment is reliable if it is consistent, so that if the assessment is repeated or conducted by another teacher, the result will be the same.

<b>Rubric</b>	a scoring tool that lists clear performance criteria for a piece of work and also articulates gradations of quality for each criterion, from excellent to poor.
<b>Self-assessment</b>	assessment that helps learners to assess their own work and reflect on their learning.
<b>Self-reflection</b>	an act of thinking about one's own behavior, learning, and practices.
<b>Simulation activities</b>	activities that allow learners to experience or imitate the operation of real-world processes or systems.
<b>Skills demonstrations</b>	activities where learners show or demonstrate the skills or concepts that they have learned.
<b>Standards-based curriculum</b>	the framework of curriculum content for K to 12 instructional programs and assessment plans based on the standards and learning competencies.
<b>Summative assessment</b>	assessment activities administered at the end of blocks of learning that are used to measure the extent to which learners have met the content and performance standards; results of these assessments are used as the basis for computing grades.
<b>Test</b>	an assessment method where teachers determine learners' ability to demonstrate mastery of competencies, either through written, oral, or practical examinations.
<b>Twenty-first-century skills</b>	skills that are envisioned to be acquired by learners, which include Information, Media and Technology Skills, Learning and Innovation Skills, Life and Career Skills, and Effective Communication Skills.
<b>Validity (in relation to assessment)</b>	assessment is valid if it measures accurately what it is supposed to measure – what learners are actually learning in the classroom.

## Appendixes

Appendix A	Formative Assessment Template (English version)
Appendix B	Formative Assessment Template (Filipino version)

### Appendix A - Formative Assessment Template (English version)

LEARNING AREA	GRADE LEVEL
ACTIVITY TITLE:	
CONTENT STANDARD	PERFORMANCE STANDARD
COMPETENCY CODES	LEARNING COMPETENCIES
I. OVERVIEW OF LEARNING ACTIVITIES	
II. ASSESSMENT CRITERIA	
<b>Knowledge:</b> Learners demonstrate understanding of . . .	
<b>Skills:</b> Learners will be able to . . .	
III. ASSESSMENT METHOD/METHODS (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Observation <input type="checkbox"/> Tests	<input type="checkbox"/> Analyses of learners' products <input type="checkbox"/> Talking to learners
IV. ASSESSMENT ACTIVITY/ACTIVITIES	
V. RECORDING METHODS (Put an <b>x</b> mark on the blank where appropriate.)	
<input type="checkbox"/> Checklists ( <i>See attached.</i> ) <input type="checkbox"/> Class grids <input type="checkbox"/> Grades <input type="checkbox"/> Portfolios <input type="checkbox"/> Audiorecordings, photographs, video footages	<input type="checkbox"/> Marks <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Comments on learners' work <input type="checkbox"/> Self-assessment records

## Appendix B - Formative Assessment Template (Filipino version)

ASIGNATURA	BAITANG
PAMAGAT NG GAWAIN:	
PAMANTAYANG PANGNILALAMAN	PAMANTAYANG PAGGANAP
MGA CODE NG KASANAYAN	MGA KASANAYANG PAMPAGKATUTO
I. PANGKALAHATANG-IDEYA NG GAWAING PAMPAGKATUTO	
II. KAHINGIAN NG PAGTATAYA	
<p><b>Kaalaman</b> Naipamamalas ng mga mag-aaral ang pag-unawa sa . . .</p> <p><b>Kasanayan</b> Nagagawa ng mga mag-aaral na . . .</p>	
III. PARAAN NG PAGTATAYA (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
___ Obserbasyon	___ Pagsusuri ng output ng mag-aaral
___ Pagsusulit	___ Pakikipanayam sa mga mag-aaral
IV. GAWAING PAGTATAYA	
V. PARAAN NG PAGTATALA (Markahan ng <b>x</b> ang espasyo ng angkop na tugon.)	
___ Paggamit ng tseklist	___ Paglalagay ng marka
___ Paggamit ng class grid	___ Anekdotat na pagtatala
___ Pagbibigay ng grado	___ Pagbibigay-komento sa gawa ng mag-aaral
___ Portfolyo	___ Tala para sa pansariling pagtataya/ebalwasyon
___ Pagrerekord ng audio o video	___ Pagkuha ng larawan

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