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Using Assessment in Transforming Curriculum and Instruction



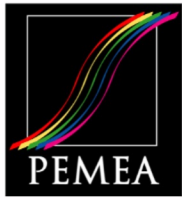
MARILYN UBIÑA-BALAGTAS, PhD

University Professor, Philippine Normal University

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Using Assessment in Transforming Curriculum and Instruction



- ❑ **Basics**

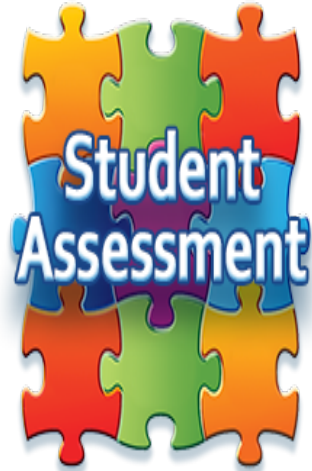
Dr. Marilyn U. Balagtas

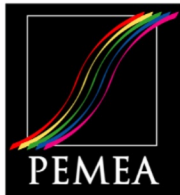
- ❑ **Implementation**

Dr. Richard DLC. Gonzales

- ❑ **Interventions**

Dr. Teresita T. Rungduin





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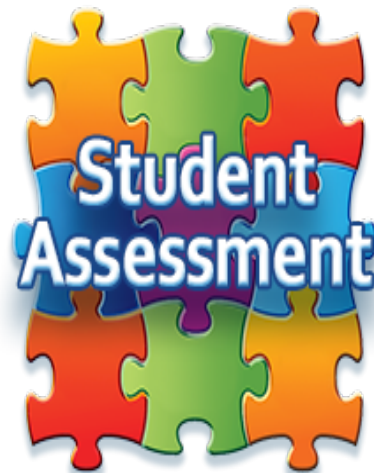
SESSION TARGET

In this session, the participants are expected to **engage in a discussion** on how to use assessment data as evidence in transforming curriculum and instruction.

Guide Questions



- What is the role of assessment in transforming curriculum and instruction?
- How do we use assessment in transforming curriculum and instruction?





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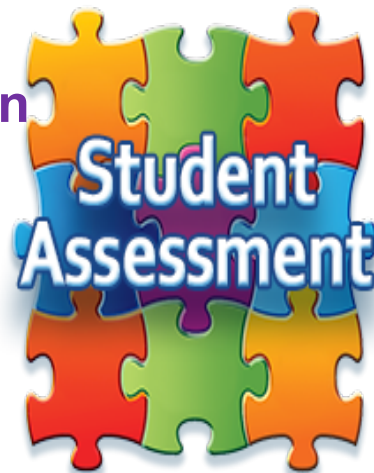
SESSION TARGET

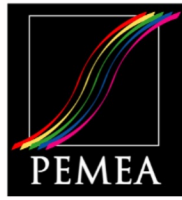
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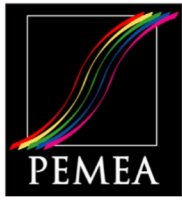
What is the role of assessment in transforming curriculum and instruction?

Assessment involves the collection and analysis of data as evidence of the:

- focus or emphasis of the curriculum
- attainment of intended curriculum
- effectiveness of instruction
- learning outcomes
- learning gaps



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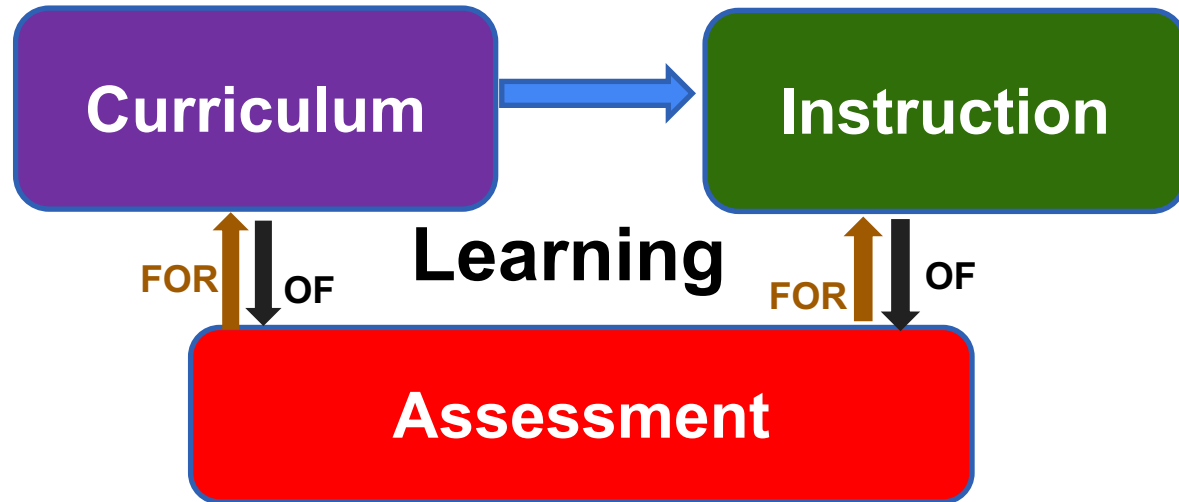


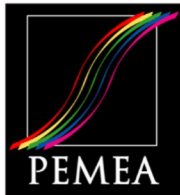
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What is the role of assessment in transforming curriculum and instruction?





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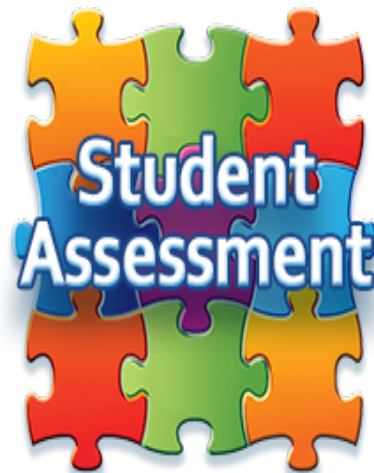
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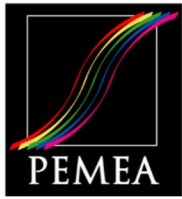
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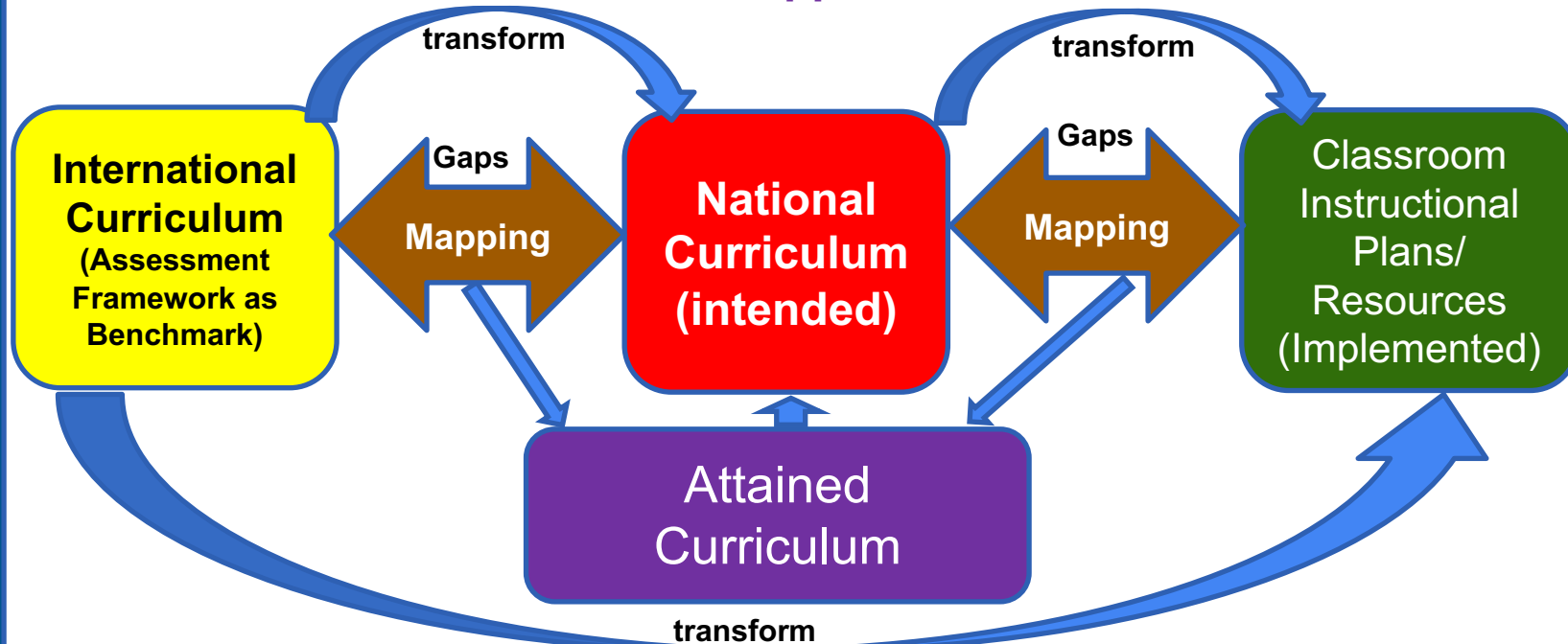


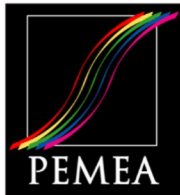


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Using Assessment in Transforming Curriculum and Instruction Research Approach # 1





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What are the gaps in the national curriculum based on the International Large-Scale Assessment Frameworks?

DIRECTIONS AND COMPETENCIES SET IN INTERNATIONAL LARGE-SCALE ASSESSMENTS:

INPUT TO THE PHILIPPINE CURRICULUM REFORM



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Rosario M. Belmi
Ermininda C. Fortes
Rowena R. Hibanada
Marla C. Papango
Obed Edum U. Baybayon

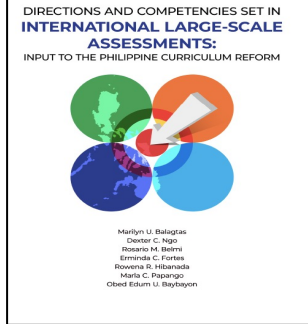


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Sample Study # 1: Directions and Competencies in the International Large-Scale Assessments: Input to Curricular Reform

Statement of Purpose

The study aims to examine the gaps in the following areas in the K to 12 Curriculum based on the **directions and competencies** in ILSAs.

- Communication Arts English
- Mathematics
- Science
- Araling Panlipunan

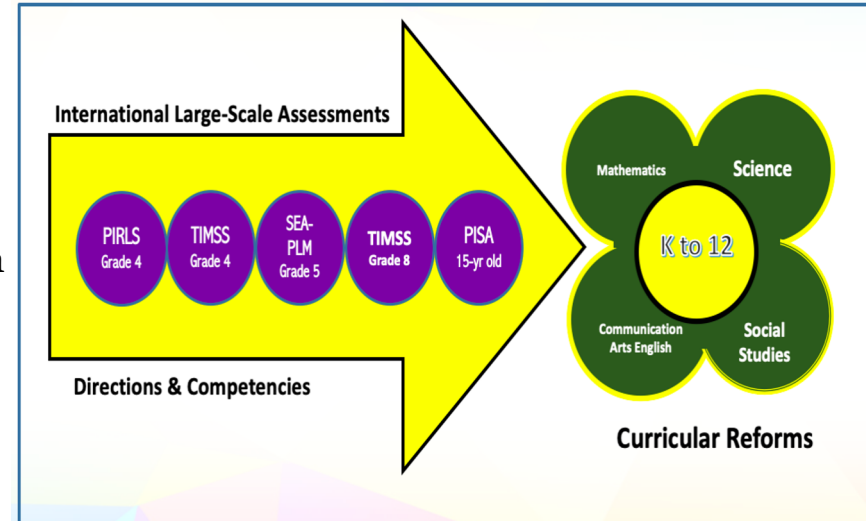
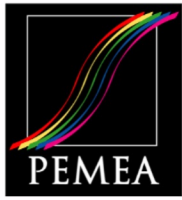


Figure 1: Conceptual Framework





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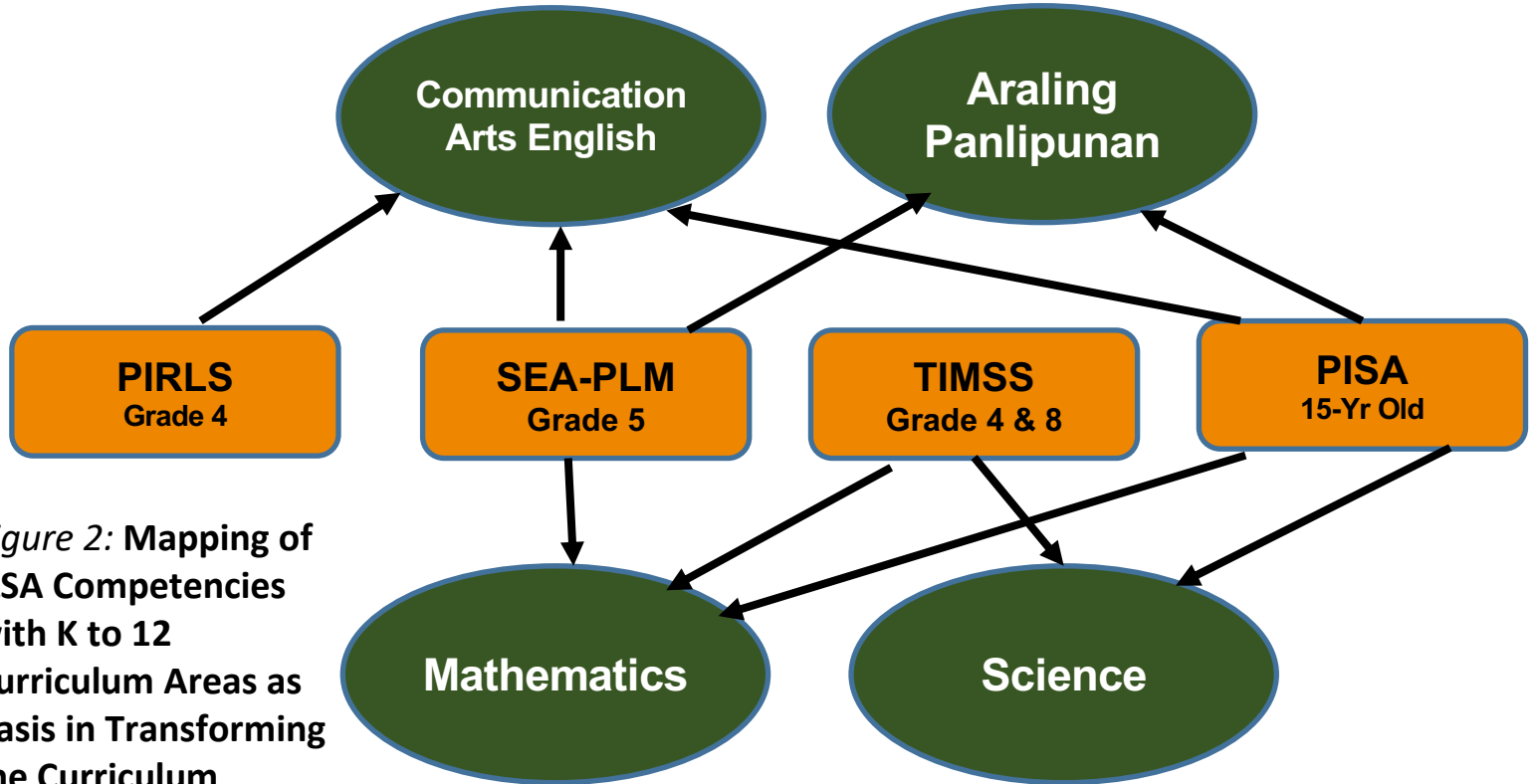
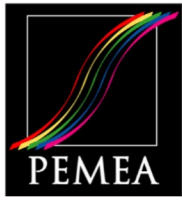


Figure 2: Mapping of ILSA Competencies with K to 12 Curriculum Areas as Basis in Transforming the Curriculum





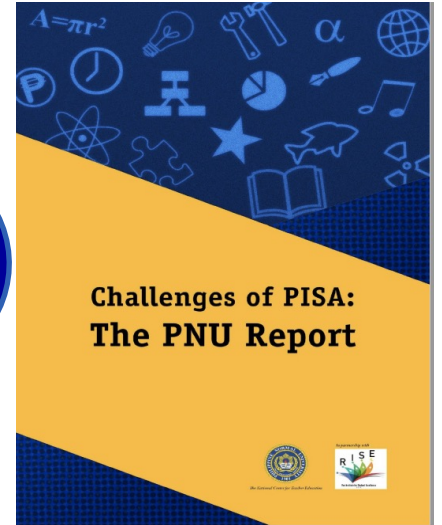
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Sample Study # 2: Challenges of PISA: The PNU Report



What are the **gaps**
in the **national**
curriculum based
on the **International**
Large-Scale
Assessment
Frameworks?

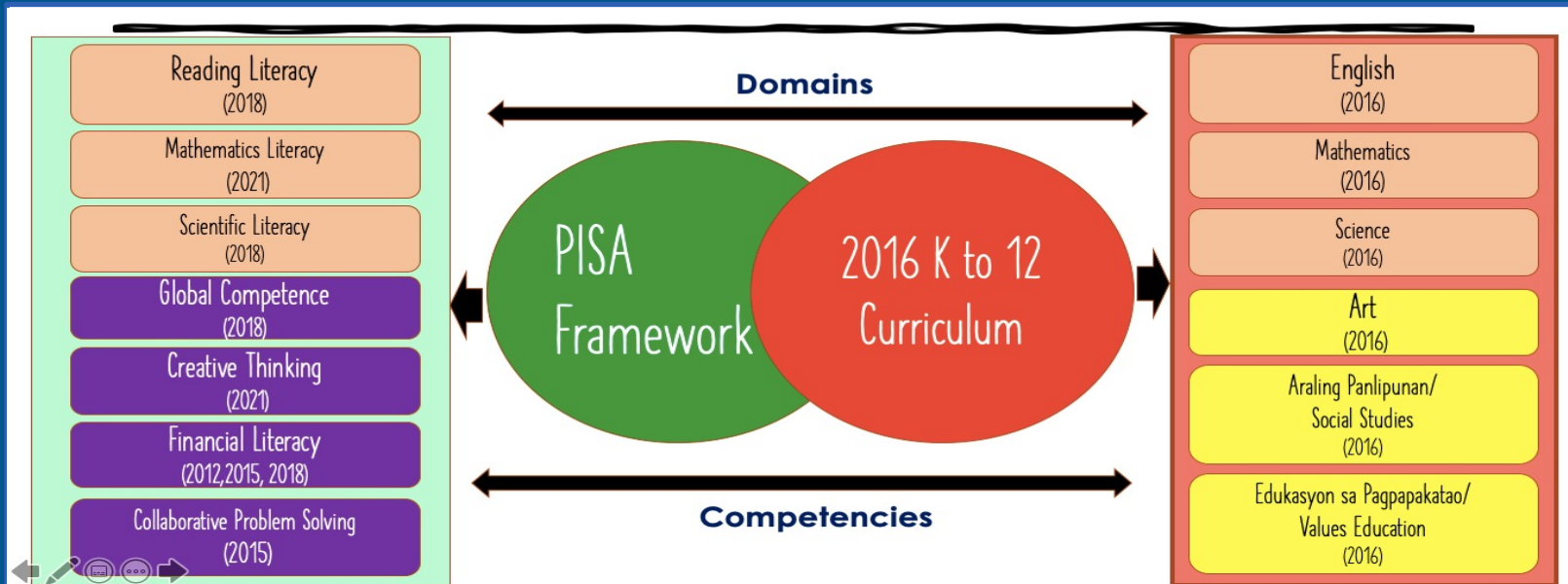


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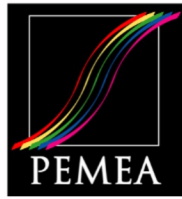
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1. To determine the extent of alignment of PISA domains and competencies with selected subject areas in K to 12 Grades 7 to 10 Curriculum
2. To identify gaps in the selected K to 12 Curriculum areas, if there are any, based on the PISA framework

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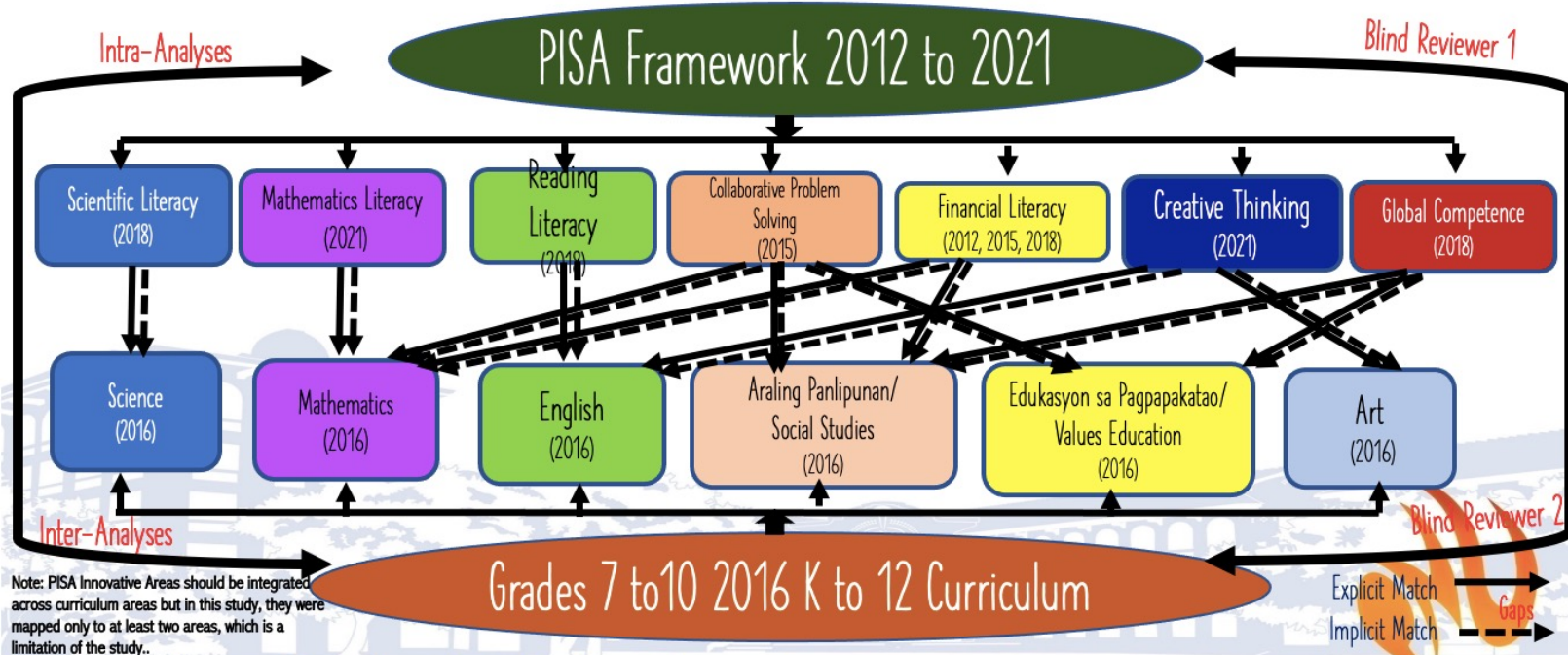


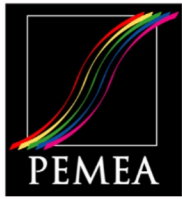


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Assessment & Curriculum Review Methodology

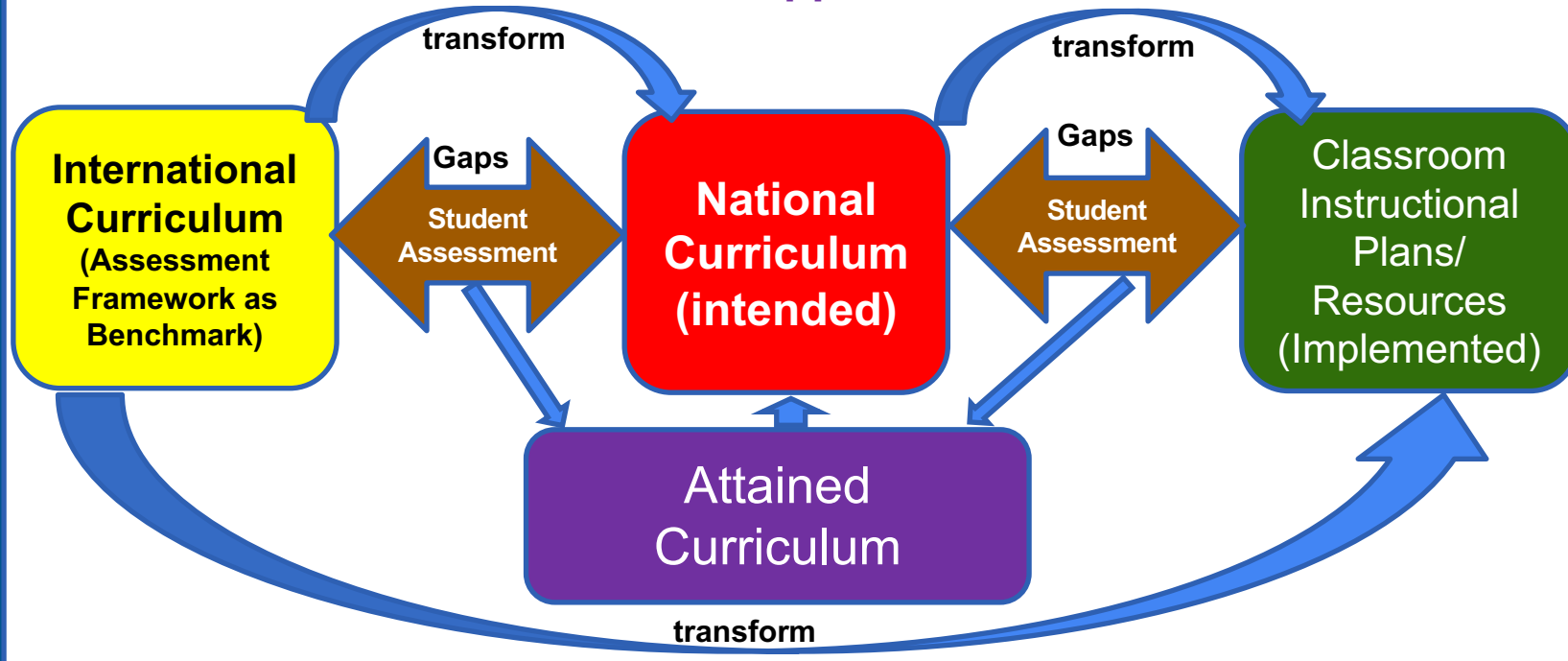




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Using Assessment in Transforming Curriculum and Instruction Research Approach # 2



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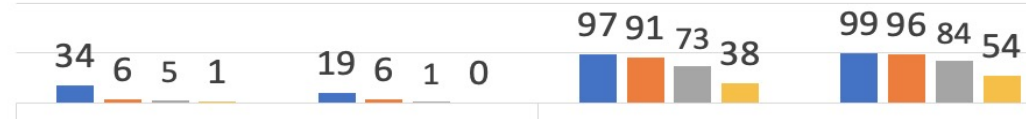
Sample Study # 1

Comparison in the Performance of the Philippines and Singapore before (2003) and during (2019) the Kto12 Period in TIMSS Grade 4 Mathematics



Percent of Students

200
100
0



2003

2019

2003

2019

Philippines

Singapore

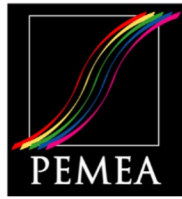


Sustainable Development Goals 2030

- Low International Benchmark (400)
- Intermediate International Benchmark (475)
- High International Benchmark (550)



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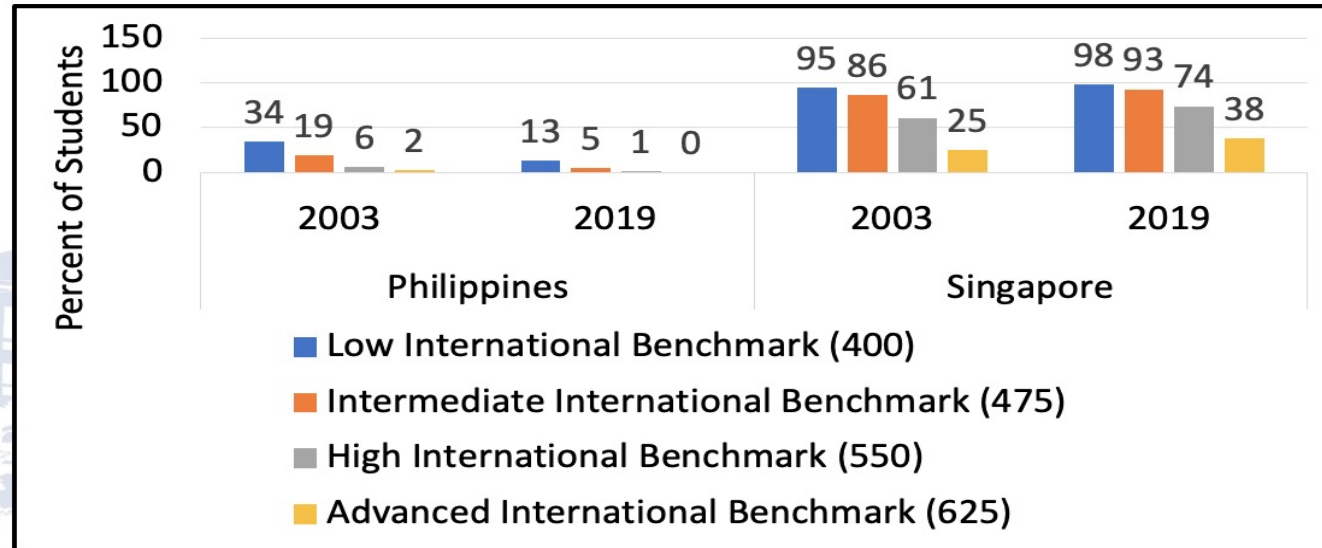


Sample Study # 2

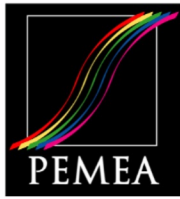
Comparison in the Performance of the Philippines and Singapore before (2003) and during (2019) the Kto12 Period in TIMSS Grade 4 Science



Sustainable Development Goals 2030

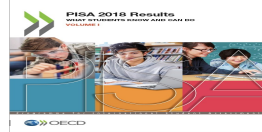


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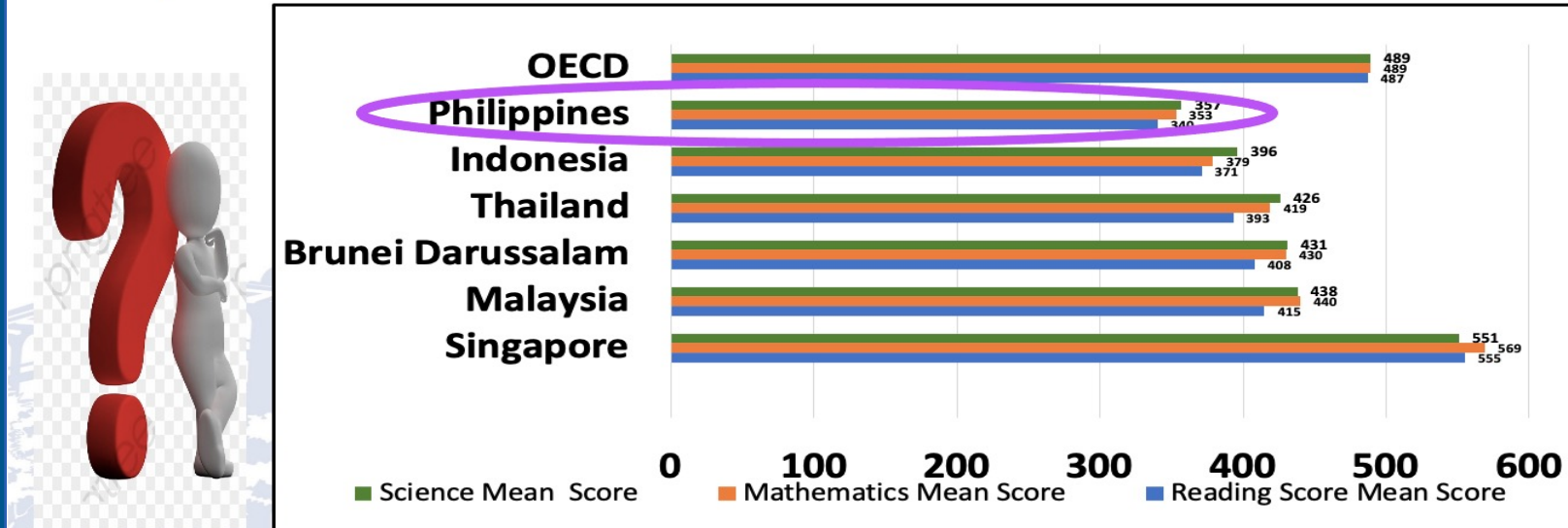
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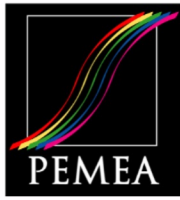


Sample Study # 3

Mean Score in PISA 2018 Reading, Mathematics and Science of the Philippines Compared with Neighboring Countries in Southeast Asia

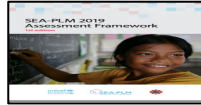


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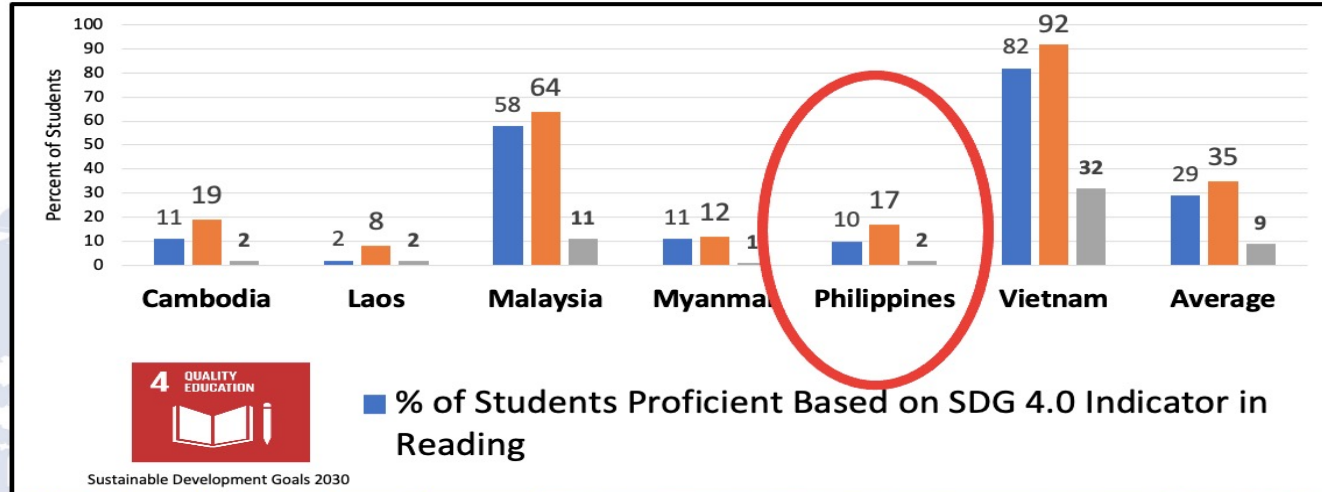
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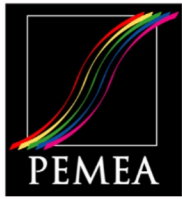


Sample Study # 4

Percentage of Proficient Grade 5 Students in the Philippines and Neighboring Countries in the Southeast Asia based on the SEA-PLM 2019 Results in Reading, Mathematics and Writing Literacy Assessment



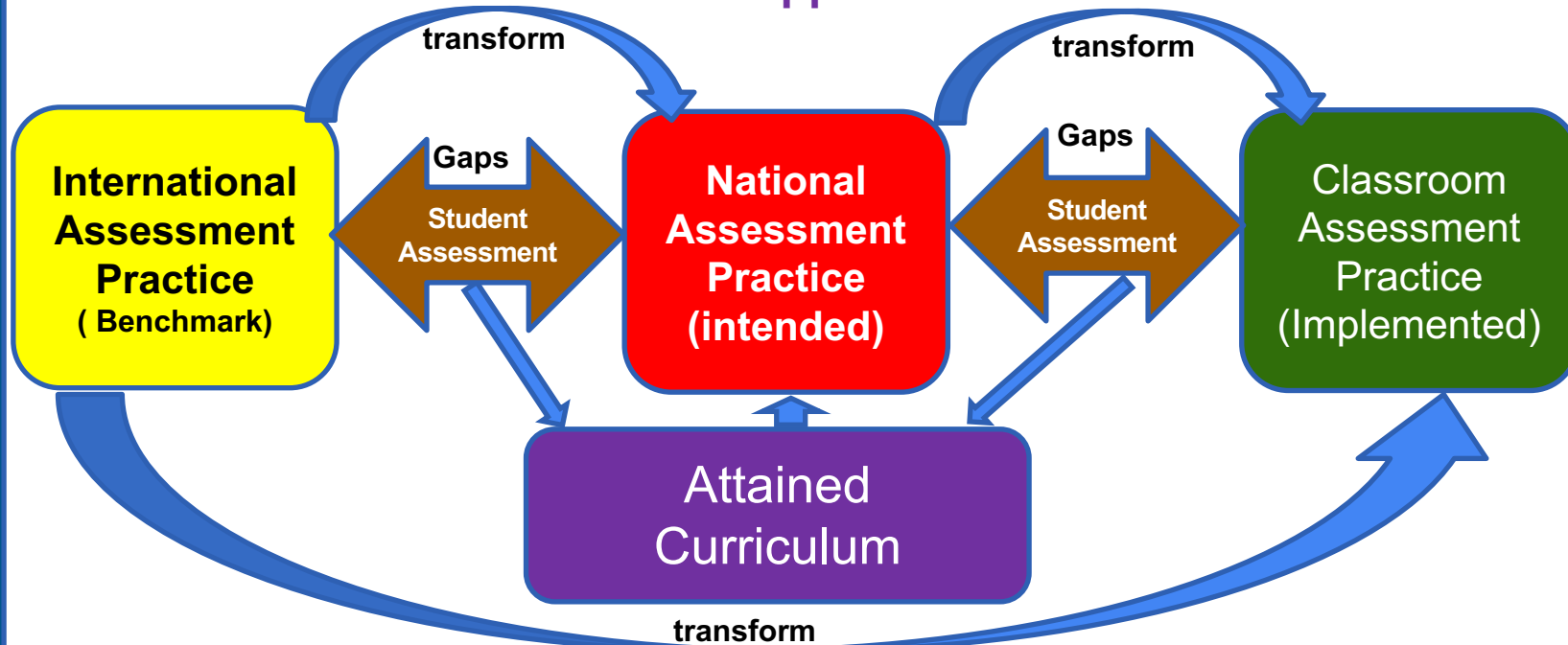
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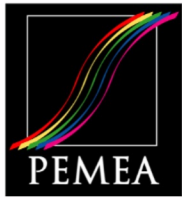
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Using Assessment in Transforming Curriculum and Instruction Research Approach # 3



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ABOUT THE BOOK

Assessment in Learning 1 offers Assessment of 21st and 21st Learning using the conventional approach. It tells the which, what, and how of high-quality pen-and-paper test as a tool to assessing learning. It helps future teachers on how to collect, organize, interpret, assess, and communicate assessment results to relevant stakeholders. Lessons are designed to aid future teachers in identifying important learning outcomes that should be targeted in the course, which are reflective of the outcomes defined in the Philippine Standards and Guidelines (PSG) for teacher education set by the Philippine Professional Standards for Teachers (PPST), and the competence that every assessment of learning should be equipped with. It contains a repertoire of techniques and tools that promote and assess the holistic development of learners and the 21st century skills they are equipped with. This book is designed using the UNESCO Framework of the PATEF-UPDATE, Inc.

ABOUT THE AUTHOR-COORDINATOR

Dr. Marilyn Ubiña-Balagtas is the University Professor and the Dean of the College of Flexible Learning and ePDU at the Philippine Normal University. She is the president of the Philippine Educational Measurement and Evaluation Association (PEMEA), an advisor of PATEF-UPDATE, and a member of the following organizations: the American Educational Researchers Association (AERA), International Association on Educational Assessment (IAEA), National Council of Measurement in Education (NCME), National Research Council of the Philippines (NCRP), and P-I Lantada Thela (P-I LT). She earned her doctorate degree in research and evaluation at the University of the Philippines. She has been tapped to curricula, evaluation, and research in education, Australia, and Finland. She is a recipient of various academic and leadership awards and achievements, a researcher, writer, leader, and resource person, and a consultant in educational assessment and research in different agencies, institutions, and organizations in the Philippines and abroad.

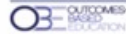
ABOUT THE AUTHORS

Dr. Adonis P. David is the director of the Graduate Research Office of the Philippine Normal University. His teaching expertise is in educational research methods. He published research papers in journals accredited by the Commission on Higher Education and entered in SCOPUS and Web of Science. He served as editor-in-chief of *The Journal of Measurement and Evaluation Research*, the official journal of the Philippine Educational Measurement and Evaluation Association. He is a registered guidance counselor (Trap 2) in the 2018-2019 semester. He was selected as De La Salle University Director of Philosophy in Educational Psychology, University of Santo Tomas (Doctor of Arts in Guidance and Counseling), and Far Eastern University (Bachelor of Science in Psychology).

Dr. Evangelina F. Golla is the President of P-I Lantada Thela Philippine Area Chapter, an international society of women educators. She earned the Philippine Normal University her 41 years in various capacities, from instructor to the vice president for Planning, Research, and Evaluation. She led projects in science and mathematics education, ICT and assessment of the institutional, national, and international levels including the Teacher Education and Development Study in Mathematics of the International Association for Evaluation of Educational Achievement. She co-authored books and journals in mathematics education, research, and statistics. She obtained her doctorate degree in research and evaluation at the University of the Philippines. She was a recipient of awards and scholarships from the Nigerian Centre for Education in Science and Mathematics (NCESEM) in Malaysia and from the German Academic Exchange Service (DAAD) in Germany.

Dr. Carlo P. Magno specializes in the area of educational measurement and the analysis of test data. He conducted several standardized measures for various purposes. His work was recognized as the Outstanding Scientific Paper in Social Science in 2008 by the National Academy of Science and Technology. He is a TEACHER-RESEARCHER (Research Fellow and Joint Career Development Scientist) in the Republic of the Philippines and the Global Science Academy. He published over 100 publications in scientific journals. In 2011, he won the Republic for public recognition for his 10-12 program and the 2014 assessment framework, Learning and Development System, Principles Test, and the Superintendents Learning Program.

Dr. Violeta S. Valladolid was formerly the director of the Institutional Testing and Evaluation Office of the De La Salle University (DSU). She obtained her teacher and master's degrees in psychology from the University of the Philippines (UP). She completed her PhD in Educational Research, Evaluation, and Measurement from De La Salle-Bangor and was awarded for Outstanding Dissertation. She is a licensed psychologist and psychometrician. She was a former of the United States in Christian Higher Education in Asia. She conducted numerous institutional research studies, scale development projects, and performance evaluation activities. Currently, she teaches graduate courses at DSU.



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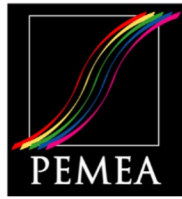
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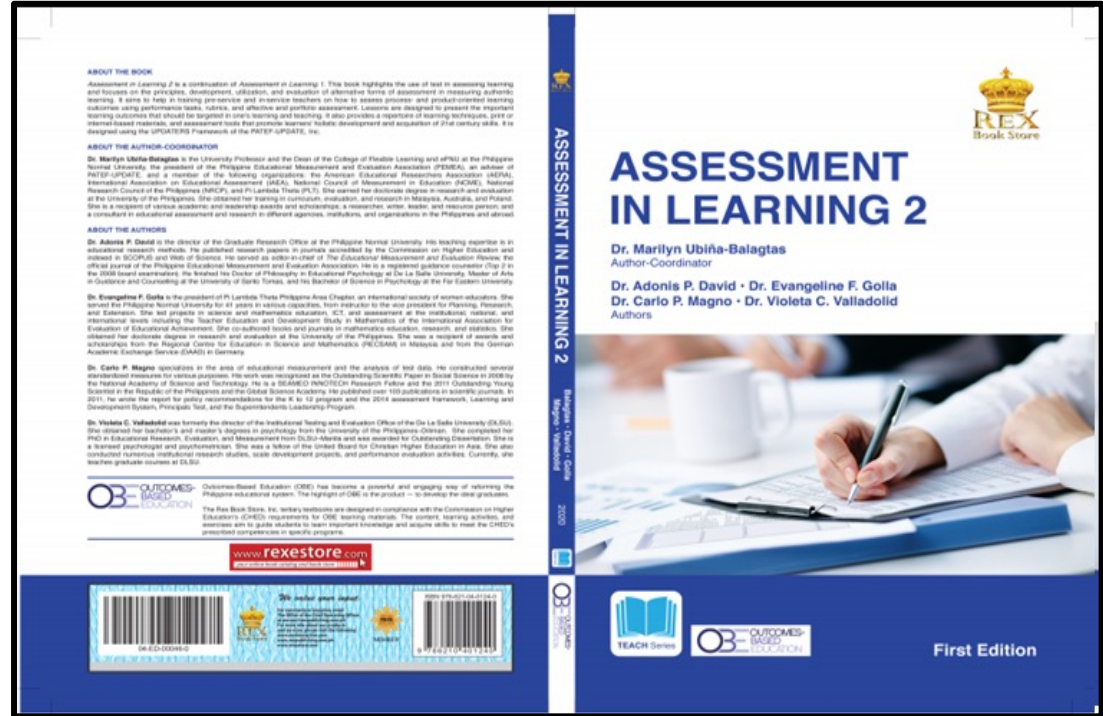
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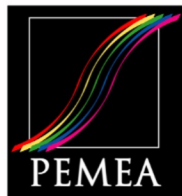
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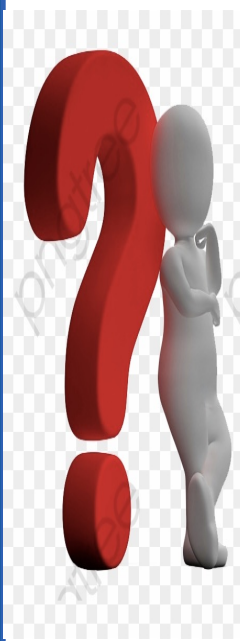
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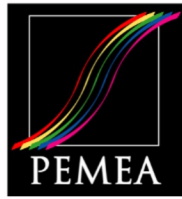
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