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Presented at the DLSU Research Congress 2018
De La Salle University, Manila, Philippines
June 20 to 22, 2018

Minding the Gap: Exploring Assessment Education in CHED's Teacher Preparation Program in the Context of PPST and DepEd's Assessment Reform

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Abstract: Philippine education is undergoing a major reinvention with changes in the curriculum of basic education, classroom assessment, and teacher preparation in the past five years. These reforms necessitate an urgent review of the teacher education curriculum of CHED (Commission on Higher Education) to check its alignment with these new initiatives.

This paper reports a multi-phase study aimed to analyze the alignment of Domain 5 (Assessment and Reporting) of the Philippine Professional Standards for Teachers (PPST) descriptors for Beginning Teachers, DepEd assessment reforms, CMO 75 s2017 entitled Policies, Standards, and Guidelines for Bachelor Secondary Education for (BSEd). The first phase was a content analysis of DepEd Order 8 s 2015, DepEd Order 36 s.2016, and Grade 7-12 English curriculum to uncover DepEd's (Department of Education) assessment literacy demands. The second phase was an investigation of CHED's Teacher Education Program Outcomes using the strands in Domain 5 of PPST. The last phase analyzed the course descriptions of BS Ed English courses connected to assessment education. The first phase showed that there were DepEd assessment policies that were aligned with PPST Domain 5; however, the results showed that there was no DepEd Order that provided expectations regarding Strand 3 Feedback to Improve Learning. The second phase of the analysis found that Teacher Education outcomes were not aligned with the PPST Domains, while the final phase uncovered gaps in BS Ed English course outcomes that HEIs can address as they prepare their teacher preparation programs aligned with PPST.

Key Words: K to 12; DepEd; Assessment; CHED; Assessment education; Philippine Professional Standards for Teachers (PPST)

1. INTRODUCTION

Assessment literacy of teachers is found to affect students' motivation and achievement (Black & William, 2010; Hanover Research, 2014). However, studies also show that assessment literacy of in-service teachers (Lam, 2014; Yamtim & Wongwarrich, 2013) and pre-service teachers

(DeLuca & Klinger, 2010; Fives & Barnes, 2017) seems lacking. In the Philippine context, four major educational reforms push for a closer look at assessment literacy standards and assessment education of pre-service teachers. First, the new K to 10 curriculum was implemented in 2013 while the senior high curriculum was implemented in 2016. The second major reform was the "Classroom Assessment for the K to 12 Program (Department of



Education, 2015). This national reform policy provides the definition of what will be assessed, explains the process of assessment, and details the system of grading students. The third major educational reform was the finalization and implementation of the Philippine Professional Standards for Teachers (Department of Education, 2017). The standards define quality teachers and enumerate the domains with descriptors that should be used in evaluating pre-service and in-service teachers. These standards were the basis for the finalization of the Bachelor in Secondary Education Program (CHED, 2017).

These four major reforms call for an analysis of the coherence of these reforms to ensure that future teachers develop assessment literacy that meets Domain

5 strands of PPST. This paper attempts to initiate the process by answering the following questions:

1. Are the strands in Domain 5 of PPST aligned with DepEd's assessment literacy expectations ?
2. How do program outcomes in CMO 75 s.2017 reflect the strands in PPST Domain 5?
3. How do BS Ed English courses reflect the strands in Domain 5 of PPST?

This study was anchored on the following:

1. Alignment. This term is used to ensure the connection of standards, assessment, and instruction (Pearson,2004). However, this principle is also critical in harmonizing various educational reforms that target the same objectives. In the present study, these reforms are PPST Domain 5, DepEd's assessment reform, and teacher education curriculum to be implemented in 2018.

2. Contextual assessment literacy. Deluca, McEwan, and Luhanga (2016) believe that assessment literacy is based on context. In the present study, assessment literacy of pre-service teachers is the ability to meet Domain 5 of PPST for beginning teachers and to demonstrate the ability to implement the national K to 12 classroom assessment reform of DepEd.

2. METHODOLOGY

The present study used a multi-phase content analysis to check the alignment of DepEd's assessment reforms, Domain 5 of PPST, and CHED's 2017 BS Ed English Program.

Phase 1 DepEd Assessment Literacy Expectations

A qualitative content analysis (Hsieh and Shannon, 2015) of DepEd Order 8 s 2015, DepEd Order 36 s.2016, and Grade 7-12 English curriculum was conducted. The unit of analysis was the section of each document. The code used for the analysis was based on the five strands in Domain 5 of PPST:

1. DSOU (Design, Select, Organize, and Utilize assessment Strategies)
2. MELPA (Monitor and Evaluate Learner Progress and Achievement)
3. FIL (Feedback to Improve Learning)
4. CLNPAKS (Communicate learner needs, progress and achievement to key stakeholders)
5. UAD ETLPP (Use of assessment data to enhance teaching and learning practices and programs)

Phase 2 Comparison of CMO 75 s. 2017 Program Outcomes and PPST Domain 5

The Outcomes of Teacher Education and the Outcomes of BS Ed English program were analyzed by locating sentences that contained the word assessment. Critical reading was also employed to infer which outcomes were connected to the strands of Domain 5.

Phase 3 Analysis of CHED CMO 75 course outcomes related to Domain 5 of PPST

The program outcomes for BS Ed English and the outcomes of subjects related to assessment such as Assessment of Learning 1, Assessment of Learning 2, Teaching and Assessment of Literature,



Teaching and Assessment of Macroskills, and Teaching and Assessment of Grammar were compared with the different strands in Domain 5 of PPST to uncover gaps in the proposed curriculum in relation to the outcomes expected of Beginning Teachers.

3. RESULTS AND DISCUSSION

Phase 1. Analysis of Assessment Expectations based on DepEd's Orders related to assessment

The analysis showed that DepEd Orders on assessment were aligned with DSOU, MELPA, CLNPAKS strands. It is worth noting that the policies provided expectations for almost all the strands except for FIL.

Examples are shown below:

Demonstrate ability to conduct diagnostic assessment in order to

1. Get information about what the learner already knows and can do about the new lesson
2. Share learning intentions and success criteria to the learners
3. Determine misconceptions
4. Identify what hinders learning (DepEd Order 8 p. 9)

The examples show that feedback is missing. Research shows that feedback is critical in formative assessment (Bennett, 2011; Ruegg, 2015; Holmeier, Grob, Nielsen, Rönnebeck, & Ropohl, 2018), so teacher preparation programs of HEIs need to include an outcome on using feedback to improve student achievement.

Phase 2. Analysis of assessment outcomes in CHED CMO 75 series 2017

The CMO states that "this PSG is anchored on the salient features of the K to 12 Enhanced Curriculum (RA 10533), the Philippines Qualifications Framework (EO83) s. 2012, and ...the Philippines Professional Standards for Teachers (DO 42 s. 2017)..." However, a comparison of PSG Teacher

education outcomes and the PPST domains showed that there seemed to be a partial congruence. An example is shown below:

PPST: Domain 5
Assessment and reporting

Strands:

1. Design, selection, organization, and utilization of assessment strategies
2. monitoring and evaluation of learner progress and achievement
3. feedback to improve learning
4. communication of learner needs, progress, and achievement
5. use of assessment data to enhance teaching and learning practices and programs

PSG: Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning outcomes

This comparison shows that Strands 3 (feedback) and 5 (using assessment data to improve teaching and learning) are not reflected in the list of outcomes. This result is worth noting because HEIs can address these gaps in their Teacher Preparation programs.

The third stage of the analysis also showed a gap between Domain 5 strands in PPST and the program outcomes of BS Ed English in CMO 75 s.2017. There were eight program outcomes for BS Ed English, but there was not a single outcome on assessment. Most of the outcomes were on innovation in teaching, use of technology, research and soft skills like effective communication and reflection. Moreover, these outcomes are not aligned with the domains in PPST. It is also worth noting that of the 21 program indicators, only one is related to assessment: "Construct appropriate assessment tools for the language and literature classroom" (CHED, 2017, p.7).

The last stage investigated the course description of BS Ed English courses that are connected to assessment education. The analysis showed some gaps in these courses. First, Assessment of Learning 1 and 2 do not cover the



strands in Domain 5. Second, Field Study 1, Field Study 2, and Practicum descriptions are not aligned with the PPST Standards and Domains. Third, Teaching and Assessment of Macro skills only focused on reading whereas Grade 7-10 curriculum has five macro skills: reading comprehension, listening comprehension, viewing comprehension, writing and composition, and oral language fluency. Fourth, Teaching and Assessing Literature only focused on translation whereas the Grade 7-10 curriculum has complex standards and learning competencies for the domain of literature. Lastly, the CMO does not include Vocabulary Development and Assessment in its courses for BS Ed English.

4. CONCLUSIONS

This study investigated the alignment of Domain 5 (Assessment and Reporting) in PPST (Philippine Professional Standards for Teachers), DepEd's assessment reforms, and CMO 75 s.2017 (CHED's Teacher Education Program) to uncover gaps that may hinder the development of assessment literacy of pre-service English teachers. The results showed that DepEd's classroom assessment reforms were aligned with most of the strands in Domain 5 of PPST. This result suggests that DepEd expectations could be used in developing outcomes for the strands in Domain 5 of PPST. On the other hand, the results of the analysis of program and course outcomes uncovered gaps that teacher preparation institutions can address as they align their programs with PPST. Further research on developing outcomes for each strand in Domain 5 may help HEIs to begin with an end in mind as they develop future teachers who are assessment literate, ready to become mentors to their students.

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