



Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

11

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

5.2.2 MONITOR AND EVALUATE LEARNER PROGRESS AND ACHIEVEMENT USING LEARNER ATTAINMENT DATA





Republic of the Philippines
Department of Education
TEACHER EDUCATION COUNCIL

MODULE

11

PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

PPST

Resource Package

5.2.2 MONITOR AND EVALUATE LEARNER PROGRESS AND ACHIEVEMENT USING LEARNER ATTAINMENT DATA

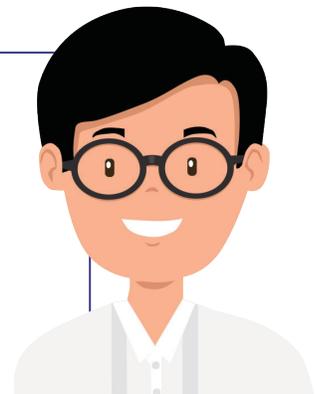


INTRODUCTION TO TEACHER RESOURCE PACKAGE



I am Teacher Jen!

And I am Teacher Mike!



We are members of your support group. Together with your principal, master teacher, and co-teachers, we are pleased to be your guides and companions as you walk through the modules.

Are you ready?

We begin by letting you know how the journey started for us in putting together this resource package.

In August 2017, Department of Education Secretary Leonor Briones signed the Philippine Professional Standards for Teachers (PPST) into policy through DepEd Order No. 42, S. 2017. The policy states, among others, that the PPST “shall be used as a basis for all learning and development programs for teachers.”

The Department of Education is committed to supporting your continuing professional development. This resource package hopes to contribute to this commitment.

As a teacher, understanding the PPST is crucial in order for you to grow and flourish in your profession. The PPST identifies what you are expected to know, be able to do, and value in your profession.

These modules are standalone sections that you can select based on your needs and interests. This means that you can choose and read any module that is most relevant to you. You can take your time in familiarizing yourself with any one module with no pressure to finish reading all 12.

This resource package:

- serves as your guidebook towards becoming better acquainted with the PPST;
- comprises 12 modules corresponding to the 12 indicators that are aligned with the Results-based Performance Management System (RPMS); and
- contains illustrative and instructive information that you will find realistic, sensible and workable and can help you achieve the target indicators across curriculum teaching areas and key stages of learners' education.

We are happy to say that this resource package has been created and compiled by teachers in support of other teachers.

You will find the materials here useful if you:

- reflect on your own classroom practices, and ensure that your teaching practices are aligned with the indicators;
- want to mentor beginning teachers so they become better in their practice;
- are a part of a group of teachers who need materials for your school-based Learning Action Cell (LAC) sessions in order to (i) learn more about the PPST and (ii) innovate on practices using the samples in the resource material as guide; and
- want to develop or expand the current work by (i) providing more examples of practices or (ii) working on other career stages or indicators other than the 12 presented in this package.

***If learning is your passion,
this resource package is for you.***





What can you expect to find in each module?

You will discover that each module discusses a specific indicator, defines its key concepts and provides relevant illustrations of practice that may help you understand and attain the indicator.

The modules explore the following indicators:

MODULE 1

1.1.2 Apply knowledge of content within and across curriculum teaching areas.

MODULE 2

1.4.2 Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.

MODULE 3

1.5.2 Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.

MODULE 4

2.3.2 Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.

MODULE 5

2.6.2 Manage learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.

MODULE 6

3.1.2 Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.

MODULE 7

4.1.2 Plan, manage and implement developmentally sequenced teaching and learning processes to meet curriculum requirements through various teaching contexts.

MODULE 8

4.4.2 Participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.

MODULE 9

4.5.2 Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.

MODULE 10

5.1.2 Design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.

MODULE 11

5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.

MODULE 12

5.4.2 Communicate promptly and clearly the learners' needs, progress and achievement to key stakeholders, including parents/guardians.

PARTS OF THE MODULES



The module contains the following parts:



OVERVIEW introduces you to the indicator and why you need to achieve the indicator;



SELF-REFLECTION allows you to reflect on your knowledge, skills and attitude related to the indicator;



KEY CONCEPTS defines key concepts pertinent to the indicator;



SUPPORT GROUP allows you to consult and collaborate with our teacher-friends who will provide suggestions on how to improve your current practice;



ILLUSTRATIONS OF PRACTICE walks you through sample illustrations of specific teaching practices that show how the Standards are put into action;



PROFESSIONAL DEVELOPMENT PLAN helps you identify your strengths and development needs and plans for specific action for professional development; and



RESOURCE LIBRARY provides you with resources (which may include bibliography, forms, templates, appendices and links) that can help you further understand the indicator.

Each module takes you through a journey of exploration and discovery, while you learn more about the indicator and you apply it in your teaching context.

We encourage you to actively engage with the text as you read through the module.

We hope you find the information, materials and resources in this package helpful as you engage with the Philippine Professional Standards for Teachers towards your professional development.



We, Teacher Jen and Teacher Mike, will be with you every step of the way.

Have a happy journey.





MONITOR AND EVALUATE LEARNER PROGRESS AND ACHIEVEMENT USING LEARNER ATTAINMENT DATA

CONTENTS

- ii** INTRODUCTION
- 2** OVERVIEW
- 3** KEY CONCEPTS
- 4** SELF-REFLECTION
- 5** SUPPORT GROUP
 - Probing
 - Suggestions for Improvement
- 10** ILLUSTRATIONS OF PRACTICE
 - Illustration of Practice No. 1: MONITORING LEARNER'S PERFORMANCE THROUGH PORTFOLIO ASSESSMENT
 - Illustration of Practice No. 2: EVALUATING LEARNER ACHIEVEMENT THROUGH ANALYSIS OF TEST
 - Illustration of Practice No. 3: MONITORING AND EVALUATING LEARNERS' READING AND PROGRESS AND ACHIEVEMENT THROUGH PHIL-IRI
- 24** PROFESSIONAL DEVELOPMENT PLAN
- 25** RESOURCE LIBRARY
 - Annotated Bibliography
- 26** ACKNOWLEDGEMENTS



Hello! Welcome to Module 11. I am Teacher Jen and with me is Teacher Mike. Together, we will walk you through this module.

You are about to explore various strategies and identify the whys and hows of monitoring and evaluating your learners' progress and achievement.



As Proficient Teachers, we are expected to continuously assess and monitor learners' performance as part of classroom instruction. This is to determine whether our instructional strategies are working well for all learners and to identify learners who need instructional interventions. We also need to evaluate how effective our learning programs are and what adjustments can be done in the way we teach our learners.

In this module, we will find authentic and instructive illustrations of practice anchored on the Philippine Standards for Teachers (PPST) intended to help teachers' current practice.

In this module, we will focus on:



STRAND: Monitoring and evaluation of learner progress and achievement



INDICATOR: 5.2.2 Monitor and evaluate learner progress and achievement using learner attainment data.



KEY CONCEPTS



Understanding the following key concepts facilitates deeper appreciation of the indicator and helps you practice monitoring and evaluation of learner progress and achievement effectively.



MONITORING. This refers to the continuous and systematic use of data in order to track learner progress through a variety of forms such as daily learning log, class record, progress chart, checklist, and anecdotal record. Formative assessment, checking for understanding, providing feedback, and other strategies that are not standardized are used to monitor learner progress in order for teachers to appropriately address misconceptions and other learning problems.

EVALUATION. This refers to the periodic and systematic use of assessment forms and strategies (e.g., quarterly assessments, pretest & posttest) in order to judge learner achievement; that is, how well the learner has learned the knowledge and/or skills covered in a unit. Summative assessment, essays, presentation, group work, performances and standardized tests are used to inform the teachers about their teaching. Learners are marked on formal evaluation tasks and this mark is usually part of their report card grade.

LEARNER ATTAINMENT DATA. This pertains to evidence(s) and results of various assessments that are used in the monitoring and evaluation of learner progress and achievement.



SELF-REFLECTION



Let us now reflect on our current practice regarding monitoring and evaluation of learner progress and achievement using learner attainment data.



Considering the key concepts, I have written down my own reflection on this.

KNOWLEDGE

As a Proficient Teacher, I know...

...the various ways on how to monitor and evaluate my learners' progress and achievement based on learner attainment data.

SKILLS

As a Proficient Teacher, I do...

...monitor and evaluate learners' progress and achievement based on data using various strategies.

ATTITUDES

As a Proficient Teacher, I feel...

...the need to keep and provide accurate, holistic and immediate feedback based on data to guide me and my learners to the right track.



Good reflection, Jen! Now, it is your turn to reflect on your knowledge, skills and attitudes in relation to the indicator. You may write it in the boxes below.



KNOWLEDGE

As a Proficient Teacher, I know...

Blank writing area for Knowledge reflection with horizontal lines.

SKILLS

As a Proficient Teacher, I do...

Blank writing area for Skills reflection with horizontal lines.

ATTITUDES

As a Proficient Teacher, I feel...

Blank writing area for Attitudes reflection with horizontal lines.



SUPPORT GROUP



Welcome to our support group! We always feel great to help teachers who would like to improve their practices.

Teacher Carla is a Grade 9 teacher of English. She needs help on how to track her learners' performance more effectively.

Let us take a look at the different documents that she uses to monitor her learners' performance.



1 DAILY LESSON LOG (DLL)

I. OBJECTIVES	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
A. Content Standards	The learners demonstrate understanding of how Anglo-American literature and other text types serve as means of enhancing the self; how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuations and interjections to enable him/her to participate actively in a speech choir.				
B. Performance Standards	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expression, Body Movements/ Gestures and Audience Contact.				
C. Learning Competencies/ Objectives (Write the LC Code for each)	EN9LC-Ic-3.12: Paraphrase the text listened to	EN9V-Ic-15: Explain how words are derived from names of persons and places	EN9LT-Ic-14: Analyze literature as a means of enhancing the self	EN9VC-Ic-21: Summarize the contents of the material viewed	EN9RC-Ii-18: Identify advance organizers, titles, subtitles, illustrations, etc. given in a text
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
J. Additional activities for application or remediation			-Guided reading for instructional and frustrated readers -Use of creative/localized reading materials to motivate the learners to read		
V. REMARKS					
VI. REFLECTION					
A. Number of learners who earned 80% in the evaluation	Innovativeness= 30 Awareness= 47 Ingenuity= 30 Sincerity= 50	Innovativeness =30 Awareness = 47 Ingenuity= 30 Sincerity= 50	Innovativeness = 30 Awareness = 42 Ingenuity = 30 Sincerity = 40	Innovativeness = 30 Awareness = 47 Ingenuity= 30 Sincerity= 50	Innovativeness = 30 Awareness = 47 Ingenuity= 30 Sincerity= 50
B. Number of learners who require additional activities for remediation who scored below 80%	Innovativeness= 0 Awareness= 0 Ingenuity= 0 Sincerity= 0	Innovativeness= 0 Awareness= 0 Ingenuity= 0 Sincerity= 0	Innovativeness = 0 Awareness = 5 Ingenuity= 0 Sincerity= 10	Innovativeness= 0 Awareness= 0 Ingenuity= 0 Sincerity= 0	Innovativeness= 0 Awareness= 0 Ingenuity= 0 Sincerity= 0
C. Did the remedial lessons work? Number of learners who have caught up with the lesson	(remedial lesson was not needed)	(remedial lesson was not needed)	Yes, the remedial lessons worked. There are 5 learners in Awareness and 10 in Sincerity who have caught up with the lesson.	(remedial lesson was not needed)	(remedial lesson was not needed)

Part VI of the daily lesson log is the **"Reflection"** which tracks the following: i) number of learners who passed in the formative assessment; ii) number of learners who required additional activities for monitoring; and iii) number of learners who have caught up with lessons among others.



The sample presented on the previous page is a **daily lesson log** for a week. It shows the lesson for each day with the index of mastery computed accurately. The index of mastery contains the learner attainment data that measure the learners' mastery level of the competency. It guides the teachers in their instruction and allows them to determine whether the learners are ready to proceed to the next lesson, or if they need additional activities for remediation. Likewise, the teacher may also use the data to modify or adjust her instruction in order to address the needs of her learners.



Now, let me introduce you to the other documents that you may use to monitor and evaluate the learners' progress and achievement.

The **electronic class record**, including the **grading sheet** and **summary of quarterly grades**, allows the teacher to monitor individually the learner attainment data per specific learning area and assesses whether the learner passed or failed. With this tool, the teacher can clearly assess the progress and achievement of each learner and can provide him or her with instructional intervention or enrichment.



Electronic Class Record (ECR)

Class Record																					
REGION		V		Sorsogon City		SCHOOL ID		302279		SCHOOL YEAR		2017 - 2018									
SCHOOL NAME		Sorsogon National High School																			
FIRST QUARTER				GRADE & SECTION: - Innovate				TEACHER: Carla H. Aguilar				SUBJECT: English 9									
LEARNERS' NAMES	WRITTEN WORKS (30%)						PERFORMANCE TASKS (50%)						QUARTERLY ASSESSMENT (20%)			Initial Grade	Quarterly Grade				
	Summative 1	Summative 2	Summative 3	Total	PS	WS	Spr: Role Play Ag	Spr: Human Mach	Spoken Word Perf	Speech Choir	Total	PS	WS	1st Quarterly Ass	PS			WS			
HIGHEST POSSIBLE SCORE				35	45	40	120	100	0.3	20	25	30	100	175	100	0.5	50	100	0.2		
MALE																					
1	Student 1	28	38	30			96	80	24	17	16	25	95	153	87.43	43.72	45	90	18	85.72	91
2	Student 2	30	34	29			93	77.5	23.25	18	18	24	93	153	87.43	43.72	45	90	18	84.97	90
3	Student 3	27	41	29			97	80.83	24.25	17	18	23	95	153	87.43	43.72	31	62	12.4	80.37	87
4	Student 4	25	36	29			90	75	22.5	17	16	22	93	148	84.57	42.29	33	66	13.2	77.99	86
5	Student 5	23	36	29			88	73.33	22	17	18	24	93	152	86.86	43.43	34	68	13.6	79.03	86
6	Student 6	25	41	30			96	80	24	16	18	22	95	151	86.29	43.15	37	74	14.8	81.95	88
7	Student 7	26	41	30			97	80.83	24.25	17	17	24	95	153	87.43	43.72	37	74	14.8	82.77	89
8	Student 8	25	41	29			95	79.17	23.75	17	16	23	95	151	86.29	43.15	34	68	13.6	80.5	87
9	Student 9	22	35	0			57	47.5	14.25	17	18	25	0	60	34.29	17.15	35	70	14	45.4	71
10	Student 10	30	35	29			94	78.33	23.5	16	17	23	93	149	85.14	42.57	38	76	15.2	81.27	88
11																					
12																					



Teacher Carla has one learner who missed taking a summative assessment and doing a performance task due to non-attendance during the remaining days of the first quarter. The learner failed to report to class despite the interventions given. This is a strong indication for the teacher to have a close monitoring of the learner's performance in the succeeding grading periods.



Grading Sheet

SORSOGON NATIONAL HIGH SCHOOL																
Sorsogon City																
GRADE SHEET IN ENGLISH 9																
SCHOOL YEAR: 2017-2018										SUBJECT TEACHER: Carla H. Aguilar						
GRADE & SECTION: GRADE 9 - Innovativeness										CLASS ADVISER: Gina D.						
NAME OF STUDENTS	FIRST GRADING					SECOND GRADING					THIRD GRADING					
	WW	PT	QA	IG	QG	WW	PT	QA	IG	QG	WW	PT	QA	IG	QG	WW
MALE																
1 Student 1	24	43.72	18	85.72	91	24.93	48.14	12	85.07	90						
2 Student 2	23.25	43.72	18	84.97	90	24.64	46.27	16	86.91	91						
3 Student 3	24.25	43.72	12.4	80.37	87	23.33	46.27	15.1	84.74	90						
4 Student 4	22.5	42.29	13.2	77.99	86	23.33	47.76	14.3	85.38	90						
5 Student 5	22	43.43	13.6	79.03	86	23.19	48.14	16	87.33	92						
6 Student 6	24	43.15	14.8	81.95	88	24.06	47.39	16.3	87.74	92						
7 Student 7	24.25	43.72	14.8	82.77	89	24.06	48.51	9.71	82.28	88						
8 Student 8	23.75	43.15	13.6	80.5	87	24.64	46.64	13.1	84.42	90						
9 Student 9	14.25	17.15	14	45.4	71	19.42	39.55	9.43	68.4	80						
10 Student 10	23.5	42.57	15.2	81.27	88	23.62	47.76	15.1	86.52	91						

With close monitoring of the learner who underperforms, the teacher was able to successfully exhaust all efforts to improve the learner's progress and performance as shown by the learner attainment data across grading periods.

Summary of Quarterly Grades

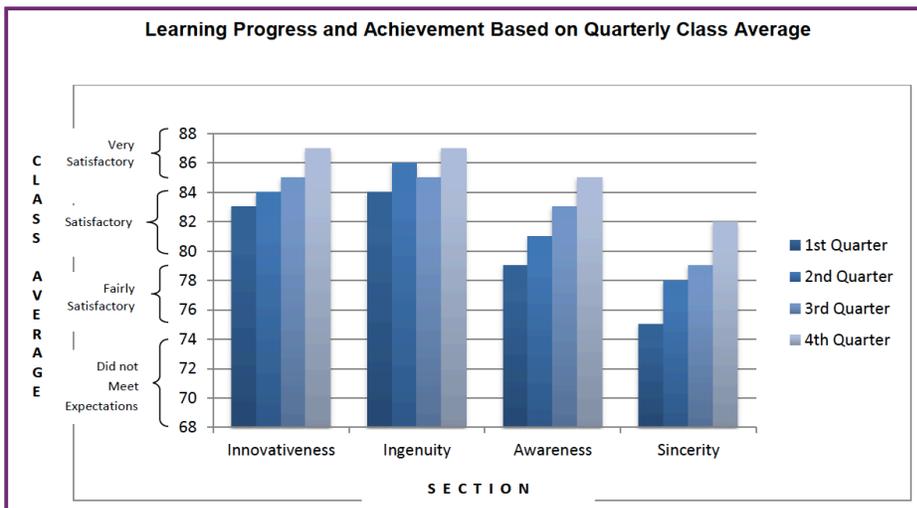
Summary of Quarterly Grades						
REGION		DIVISION		SCHOOL YEAR		
V		Sorsogon City		2017 - 2018		
SCHOOL NAME				SCHOOL ID		
Sorsogon National High School				302279		
LEARNERS' NAMES	GRADE & SECTION:			SCHOOL YEAR:		
	9 - Innovative			2017 - 2018		
	TEACHER: Carla H. Aguilar			SUBJECT: English 9		
	ENGLISH 1st Quarter	ENGLISH 2nd Quarter	ENGLISH 3rd Quarter	ENGLISH 4th Quarter	FINAL GRADE	REMARK
MALE						
1 Student 1	91	90	93	93	92	PASSED
2 Student 2	90	91	91	91	91	PASSED
3 Student 3	87	90	89	91	89	PASSED
4 Student 4	86	90	89	92	89	PASSED
5 Student 5	86	92	92	92	91	PASSED
6 Student 6	88	92	92	90	91	PASSED
7 Student 7	89	88	91	94	91	PASSED
8 Student 8	87	90	88	92	89	PASSED
9 Student 9	71	78	83	86	80	PASSED
10 Student 10	88	91	88	91	90	PASSED



Teachers must take extra care in using this type of electronic tool since unnecessary actions, like deleting rows or columns, may alter the whole data and report learner attainment inaccurately.



Progress Chart



Teacher Carla also uses a **progress chart** to monitor her learners' progress quarterly based on class average. The chart helps her to have a general assessment of her learners' progress and to design activities appropriate to their level of proficiency.



These forms, particularly the DLL and ECR, used by Teacher Carla are provided by the school. Templates are also available for download in DepEd websites. The templates can easily be modified using Word File or Excel Spreadsheet. The progress chart, on the other hand, can be replicated using the mentioned computer programs. Always feel free to ask for technical assistance from your teacher-friends in using, modifying, or creating these forms.



Probing



Looking closely at the given samples, please try to answer and reflect on the questions presented below.



1 What kind of forms were given and how were they used?

2 Did the documents suit different learners? Why or why not?

3 How could these documents help teachers monitor the progress and evaluate the achievement of their learners?

4 If you were to monitor and evaluate your learners' progress and achievement, how would you do it?

Suggestions for Improvement



You are doing a wonderful job! Here are our suggestions for you to further enrich your current practice.



We acknowledge Teacher Carla for showing us how she tracks her learners' performance using learner attainment data computed and described by different monitoring documents. For us to use these documents more effectively, we may take note of the following suggestions:

Plan monitoring and evaluation activities. Before the school year begins, we may identify monitoring and evaluation activities to be conducted daily, weekly, quarterly, and yearly. The documents or school forms needed for these activities may already be prepared and saved in folders or in the computer.

Monitor and evaluate learners' performance regularly and consistently. A day without monitoring and evaluation may cause us to miss serious problems in the learners' learning. If left unchecked, this will certainly hamper the learners' academic success. Monitoring and evaluating learners' performance religiously according to plan is the best way to avoid potential problems in the process.

Explore varied monitoring and evaluation documents. Although our schools provide us with the standard documents and school forms, such as DLL and ECR, we can always find or create additional ones that can help us in the monitoring and evaluation process. For instance, we may also use a daily checklist to track our learners' performance. A daily progress chart, not just quarterly, may give us immediate information about the learners' achievement of the daily target so as to provide a prompt intervention. Another strategy is to have an anecdotal record of each learner in order to gain a more individualized assessment of the learner's progress.

Validate monitoring and evaluation documents to ensure accuracy of learner attainment data. A number of monitoring and evaluation documents maybe used. However, we must ensure that these documents are validated and reliable such as those provided by DepEd. Do some research and testing of the assessment documents before using them so that the learners are evaluated accurately and fairly.

Involve the learners in certain types of monitoring and evaluation. Monitoring and evaluation is definitely hard work especially for teachers handling large classes. As a strategy, we may also instruct our learners to have group or peer monitoring within the class and check their progress weekly. This may help the learners become more conscious of the quality of their performance and aim for a higher achievement.



Great suggestions! We hope that these can help you and other teachers, too!

To guide you in the monitoring and evaluation of learner progress and achievement, we have provided several teaching practices in the next section.





ILLUSTRATIONS OF PRACTICE



Teacher Mike and I will now walk you through the different illustrations of practice that provide multiple opportunities in monitoring and evaluating learners’ performance.

To give us a jump-start in tackling PPST indicator 5.2.2, here is a preliminary illustration of practice:

Most teachers monitor learner progress informally, that is, they may not always record their impressions in any formal way or undertake more formal tasks. Monitoring and evaluating learner progress and achievement will only be effective if done religiously, systematically and accurately. In this line, the table below presents a year-round plan of monitoring and evaluation practices done by teachers:

QUARTER	ACTIVITY	MONITORING AND EVALUATION DOCUMENTS/STRATEGIES
First Quarter	Pretest /Diagnostic Test	Pretest Paper with Table of Specifications (TOS), Frequency of Scores, Pre-reading Assessment Tools
	Profiling of the Learners	Learner’s Profile Form, Interest Surveys
	Formative and Summative Assessments	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	1st Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
Second Quarter	Computation of Grades	E-Class Record, Grade Sheets, Consolidation of Grades in All Learning Areas
	Formative and Summative Assessments	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	2nd Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
Third Quarter	Computation of Grades	E-Class Record, Grade Sheets, Summary of Quarterly Grades, Consolidation of Grades in All Learning Areas
	Formative and Summative Assessments	Daily Lesson Log, Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
	Quarterly Assessment	3rd Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric

QUARTER	ACTIVITY	MONITORING AND EVALUATION DOCUMENTS/STRATEGIES
Third Quarter	Computation of Grades	E-Class Record, Grade Sheets, Summary of Quarterly Grades, Consolidation of Grades in All Learning Areas
	Formative and Summative Assessments	Written Works, Performance Tasks, Rubrics, E-Class Record, Progress Chart, Portfolio, Checklist, Anecdotal Record
Fourth Quarter	Quarterly Assessment	4th Quarter Assessment with TOS, Test Item Analysis
	Culminating Task	Final Performance Task, Rubric
	Posttest/Achievement Test	Posttest with TOS, Frequency of Scores, Pretest & Posttest Results Form with Mean Percent Increase, Post-reading Assessment and Reading Profile Report
	Computation of Grades	E-Class Record, Grade Sheets, Summary of Quarterly Grades, Consolidation of Grades in All Learning Areas, Report on Promotion and Learning Progress and Achievement



From among the monitoring and evaluation practices presented, the following illustrations of practice will give different opportunities to track and evaluate learner progress and achievement using learner attainment data. Teachers may modify these forms, except for the mandatory school forms prescribed by DepEd, according to the needs of their learners.



ILLUSTRATION OF PRACTICE NO. 1:

Monitoring Learner’s Performance through Portfolio Assessment

1.1 Portfolio Assessment and Checklist (Monitoring)



The major purpose of a working portfolio is to serve as a holding tank for learner work (Danielson & Abrutyn, 2000). A portfolio may also be used to diagnose learners’ needs. Both learners and teachers should have evidence of the learners’ strengths and weaknesses in achieving learning objectives. This type of assessment allows teachers to be more accurate in evaluating learners’ mastery of the content.





From a teacher’s perspective, a portfolio can provide a holistic evaluation of the learners’ written language proficiency. These products or outputs can be used as concrete evidence and as bases for teachers’ instructional decisions because they provide learners’ general and individual performance.

For the learners, a portfolio can serve as tool for self-reflection. Questions like, “What have I learned?” “What do I still need to learn?” and “How can I get through it?” can be provided to learners as reflection guides for their own learning.

Below are sample portfolios with the learners’ outputs:



The contents of a portfolio vary based on its type (working, display, or assessment). This should be communicated clearly to the learners.

Learners can access their portfolios regularly by hanging them on a specific spot in the classroom or by keeping them in shelves and safety lockers.



You may let your learners note the following tips to help them produce a well-organized portfolio:



HOW TO DO IT?

1. Start gathering documents/outputs at the beginning of the school year.
2. Collect all documents/outputs in the portfolio.
3. Check/monitor the completeness of the needed contents of the portfolio by preparing a checklist.
4. Keep your portfolio simple yet presentable.



If properly utilized, a **portfolio assessment** can help teachers monitor and evaluate their learners' progress and achievement effectively.



HOW TO DO IT?

Here are some suggestions on how we can maximize the use of learners' portfolio.

1. Communicate clearly to the learners the objectives and rubric for the portfolio.
2. Ensure that the collected works of learners are related to the learning objectives. With this, sufficient work must be collected to provide ample evidence of learners' achievement.
3. The teacher may provide an individual record of the learner for him or her to monitor his or her own progress weekly.
4. Keep a daily checklist of each learner's outputs. The checklist shows all the portfolio requirements for a particular grading period with the names of each learner.
5. Monitor the completeness of the portfolio. If the work is not complete, the learner may be given a chance to finish it.
6. Review and evaluate the component and items in the portfolios to determine whether the learners complied with the requirements.



Teachers may keep track of their learners' outputs by using a daily checklist. The checklist shows all the portfolio requirements (e.g., localized materials, journalistic writings,



Learner Name	Portfolio			
	Localized Materials	Journalistic Writings	Reflection of Activities	Movie Analysis
Learner 1	/	/	/	x
Learner 2	x	/	/	x
Learner 3	/	/	/	x
Learner 4	/	/	/	/
Learner 5	/	x	/	/
Learner 6	/	x	x	/
Learner 7	x	/	x	/
Learner 8	/	/	x	/
Learner 9	x	/	x	/

1.2 Assessment Rubric (Evaluation)



Scoring guides or rubrics with clear criteria and descriptions of different levels of performance must also be developed and communicated clearly to the learners. The content must be focused and documented.

Compilation of learners' achievement data in the portfolio defeats its purpose if learners are only graded for their compliance. They must be informed about their own progress through the portfolio. Learners should have regular access to their portfolio. Those portfolio should also contain a copy of rubrics given by the teacher.



Rubric as an assessment tool has two types: **holistic** and **analytic**. The type of rubric to be used in assessing learners' output or performance depends on the objectives and type of the activity.

The sample portfolio assessment rubrics presented in this module may be modified or may serve as basis for developing your own, to suit your learners' needs and learning objectives.



Analytic Rubric - Each criterion (dimension, trait) is evaluated separately.

	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)	Unsatisfactory (0 point)
Requirements x 4	All artifacts are present.	7 artifacts are present	5-6 artifacts are present.	4 or fewer artifacts are present.	No work submitted.
Completion Level x 2	All work is completed fully and on time.	Portfolio contains adequate amount of completed work.	Portfolio contains fair amount of completed work.	Portfolio contains inadequate amount of work.	No work submitted.
Writing (Writing Process) x 4	All 3 journals and OERs are present with evidence of the writing process (brainstorm, rough draft.)	Portfolio contains 2 pieces of work with evidence of writing process (brainstorm, rough draft)	Portfolio contains one piece of work with evidence of the writing process (brainstorm, rough draft)	Portfolio does not show evidence of the writing process in its journal and OERs	No work submitted.
Organization x 1	Portfolio is very neat and logically organized.	Portfolio is mostly neat and logically organized.	Portfolio is not very neat and/or lacks professionalism Excellent (4 points)	Portfolio is not neat and/or work is sloppy and unprofessional in appearance	No work submitted.
Knowledge Displayed x 4	Portfolio demonstrates a master of knowledge in subject area	Portfolio demonstrates advanced knowledge in subject area.	Portfolio demonstrates basic understanding of knowledge in subject area	Portfolio demonstrates an approaching basic understanding of knowledge in subject area.	No work submitted.

In this specific sample rubric, the points received by a learner based on the indicator met are multiplied by the weight of the corresponding criterion. For example, a learner who gets 3 points (Good) in 'Requirements' will have his or her score multiplied by 4 which equals to 12 points, and so on with the rest of the criteria.

Holistic Rubric - All criteria (dimensions, traits) are evaluated simultaneously.

Score	If the learner...
5	includes a piece of work for each item on the checklist that clearly meets the criteria suggested; writes a short paragraph about each item, weaves a connection between the pieces and describing what was learned; shows reflection about his or her thinking and learning over time.
4	includes a piece of work for each item on the checklist; writes a short paragraph about each item; is somewhat reflective of how his or her thinking has changed.
3	includes a piece of work for each item; writes something about each piece.
2	includes a piece of work for most items; writes little about the pieces of work
1	does not complete the task or gives information that has nothing to do with the work chosen.

ILLUSTRATION OF PRACTICE NO. 2:

Evaluating Learner Achievement through Analysis of Test

2.1 Item Analysis (Evaluation)



Item analysis is a process which examines learner responses to individual test items in order to assess the quality of each test item and of the test as a whole. This is to improve test items and to enhance the teacher's skills in test construction, and to identify specific areas which need improvement.

An effective item analysis starts from a carefully written test based on the table of specifications (TOS). The competencies covered for the grading period are included and organized according to the domains of learning. The teacher makes sure that the test construction aligns with the TOS.





Republic of the Philippines
Department of Education
Region V
Division of City Schools
SORSOGON NATIONAL HIGH SCHOOL
Sorsogon City



1st Quarter Assessment in English
SY 2017 - 2018

TABLE OF SPECIFICATION

Total No. of Items: 50

Total Teaching Time

Domains of Learning	Time Spent (Hrs/Mins)	Percent of Class Time	No. of Items
I. Listening Comprehension			
1. Paraphrase the text listened to	4	10	5
2. Agree or disagree with the ideas of the speaker	2.5	6.25	3
II. Oral Language Fluency			
3. Use appropriate and effective speech conventions	2.5	6.25	3
4. Enunciate the words properly			
III. Viewing Comprehension			
5. Infer thoughts, feelings and intentions in the material viewed	2.5	6.25	3
6. Draw generalizations and conclusions from the material viewed			



SORSOGON NATIONAL HIGH SCHOOL
FIRST QUARTER ASSESSMENT
G9- ENGLISH



I. Domain: Listening Comprehension

Competency(-ies): Paraphrase the text listened to; Agree or disagree with the ideas of the speaker

Directions: Listen to a part of the song about maximizing one's strength twice then write a paraphrase of the song. See the rubric posted by the teacher. (1 – 5)

Directions: Choose the letter of your best answer from the given statements below.

Statements:

- It is true that I alone have the strength to overcome any challenge regardless of what others think.
- I beg to differ in opinion because one must continue to fight no matter how little his/her strength is.
- I also feel that although I am just a single person, I have the potential to make a huge difference.
- I'm afraid battles should be chosen because not everything is worth fighting for.

6. Which of the statements above expresses agreement to the opening stanza of the song?

7. Which of the statements above expresses agreement to the chorus of the song?

8. Which of the statements above expresses disagreement to the chorus of the song?

II. Domain: Oral Language Fluency

Competency(-ies): Use appropriate and effective speech conventions; Enunciate words properly

Directions: Present orally a stanza from your speech choir-piece. Be guided by the given indicators. (9 – 11)

Indicators	3 pts.	2 pts.	1 pt.
<ul style="list-style-type: none"> Memorized the stanza Enunciated the words properly Observed proper facial and vocal expressions 	All three indicators were met very satisfactorily	All or two indicators were met satisfactorily	Only one indicator was met

Percent of class time is calculated by multiplying the time spent for the competency by 100 divided by the total number of teaching hours for that quarter.

Example: $\frac{4}{40} \times 100 = 10$

Number of items is computed by multiplying the time spent for the competency by the total number of test items divided by total number of teaching hours for that quarter.

Example: $\frac{4}{40} \times 50 = 5$

TABLE OF SPECIFICATIONS

Total No. of Items: 50

Total Teaching Time for Quarter 1: 40 hrs

Domains of Learning	Time Spent (Hrs/Mins)	Percent of Class Time	No. of Items	Level of Assessment			Items Placement
				K	P	U	
I. Listening Comprehension							
1. Paraphrase the text listened to	4	10	5		/		1,2,3,4,5
2. Agree or disagree with the ideas of the speaker	2.5	6.25	3	/			6,7,8
II. Oral Language Fluency							
3. Use appropriate and effective speech conventions	2.5	6.25	3		/		9,10,11
4. Enunciate the words properly					/		
III. Viewing Comprehension							
5. Infer thoughts, feelings and intentions in the material viewed	2.5	6.25	3			/	12,13,14
6. Draw generalizations and conclusions from the material viewed						/	

The contents of the item analysis form are congruent to the TOS and constructed test.

ITEM ANALYSIS					
Section: Innovativeness		Subject Tacher: Ryan G. de la Torre			
Competency	Test Item No.	No. of Correct Responses	Percentage of Correct Responses	Average	Interpretation
Paraphrase the text listened to	1	30	86	86	Mastered
	2				
	3				
	4				
	5				
Agree or disagree with the ideas of the speaker	6	28	80	82	Mastered
	7	25	71		
	8	33	94		
Enunciate the words properly	9	26	74	83	Mastered
	10	32	91		
	11	29	83		
Infer thoughts and feelings in the material viewed	12	28	80	76	Moving towards Mastery
	13	26	74		
	14	26	74		
Use synonyms of words to clarify meanings; Explain how words used are derived from names	15	20	57	60	Low Mastery
	16	22	63		
	17	21	60		
No. of Learners Tested: 35 No. of Test Items: 50		Legend: 80 above = Mastered 59 - 79 = Moving towards Mastery 60 below = Low Mastery			

The data may be easily computed by entering the number of correct responses in an Excel Spreadsheet and creating simple formulas in particular groups of cells.

With the standard set by the teacher, he or she will be able to gauge from the item analysis the competencies that the learners still need to master. The items with low mastery may also reflect the quality of test construction.



In this example of test item analysis of a Grade 9 class, you can evaluate the achievement of the class in their respective learning areas.

You can also determine the least mastered skills or competencies and evaluate their attainment data. In addition, you can compare the mastery level of a group of learners with other groups. You may also change the item that only a few learners answered correctly which may indicate that the question is ambiguous or is not part of the learning competency.



2.2 Frequency Table with Mean Score, Standard Deviation and Mean Percentage (Evaluation)



In addition to item analysis, you may also measure learner achievement by using a frequency table for pretest and posttest results.

The mean score, standard deviation, and mean percentage of pretest and posttest are computed and compared.



School: Sorsogon National High School
 SY 2017-2018 RESULT in PRE and POST TEST
 (Mean, SD, Mean Percentage)

Table I

SCORES HIGHEST	FREQUENCY BY CLASS								PRE-TEST	POST-TEST
	Innovativeness		Ingenuity		Awareness		Sincerity		TOTAL	TOTAL
	PRE	POST	PRE	POST	PRE	POST	PRE	POST		
50	0	0	0	0	0	0	0	0	0	0
49	0	0	0	0	0	0	0	0	0	0
48	0	0	0	0	0	0	0	0	0	0
47	0	0	0	2	0	0	0	0	0	2
46	0	2	0	5	0	0	0	0	0	7
45	0	1	0	2	0	0	0	0	0	3
44	1	2	0	5	0	1	0	0	1	8
43	1	2	2	4	0	0	0	0	3	6
42	0	2	1	4	0	1	0	0	1	7
41	2	5	1	0	0	1	0	0	3	6

The frequency of scores is manually entered in Excel Spreadsheet.

	Innovativeness		Ingenuity		Awareness		Sincerity		TOTAL	TOTAL
	PRE	POST	PRE	POST	PRE	POST	PRE	POST		
N	28	28	29	30	47	47	46	42	150	147
Mean	37.18	40.29	34.97	42.67	29.68	35.60	20.00	25.50	29.13	35.74
SD	3.58	3.22	4.22	3.17	5.96	3.47	5.93	7.25	52.57	58.61
Mean %	74.36	80.57	69.93	85.33	59.36	71.19	40.00	51.00	58.27	71.48

The mean score, standard deviation, and mean percentage of pretest and posttest are automatically computed for comparison.

SUMMARY OF PRE & POST TEST RESULTS

Grade Level - Section	No. of Test Takers	Pre-Test (Mean %)	No. of Test Takers	Post-Test (Mean %)	Mean % Increase
9 – Innovativeness	28	74.36	28	80.57	6.21
9 – Ingenuity	29	69.93	30	85.33	15.4
9 – Awareness	47	59.36	47	71.19	11.83
9 – Sincerity	46	40.00	42	51.00	11

Learner achievement is determined by calculating the mean score or mean percentage increase from pretest to posttest.



By analyzing tests results, we can evaluate learner achievement in several areas. Specific weaknesses of an individual learner or a class can also be determined using this approach. The results of item analysis may inform us of the necessary interventions (e.g. enrichment, activities, reteaching, remediation) that we can provide to the learners.

Aside from analyzing test results, the following tips may be useful:

1. Monitor and evaluate learners' progress and achievement based on their formative and summative assessments (written work or performance task) and determine if they meet the learning goals each week.
2. Include descriptive notes of the learners' performance after weekly measurement.
3. Track and evaluate learners' progress and achievement using graphs or charts to see if they attain the learning goals. Write a succinct interpretation of these graphs.



ILLUSTRATION OF PRACTICE NO. 3:

Monitoring and Evaluating Learners' Reading and Progress and Achievement through Phil-IRI



Reading is a big challenge for learners and a major concern for all teachers. Hence, monitoring and evaluating the reading progress and achievement of learners is requisite.

The Philippine Informal Reading Inventory (Phil-IRI) provides a classroom-based assessment tool that aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension.

Phil-IRI is used mandatorily in specific grade levels, but teachers in other grade levels may also adapt their reading assessment forms from the Phil-IRI, or use it in combination with other reliable tools of assessment, as shown in the following illustration of practice.



INDIVIDUAL SUMMARY RECORD OF READING ASSESSMENT									
Name: Juan De la Cruz					Date: June 26, 2017				
Passage Level	Pre-test								
	Comprehension Questions							Score	RC Level
Number	Q1	Q2	Q3	Q4	Q5	Q6	Q7		
<input checked="" type="checkbox"/> a	✓	✓	✓	X	✓	X	✓	5	Instructional
Pre-test									
Types of Miscues	Miscue	No. of Miscue		Major Miscue		Self-Corrected			
Mispronunciation	IIIIII	5		1		1			
Substitution	II	2							
Insertion									
Omission	I	1		1					
Reversal	II	2				1			
Repetition									
Refusal to pronounce	I	1							
Total		11		2		2			
WR Level	Independent	Instructional	Frustration		Non-Reader				
Word Recognition (WR)	Independent	Instructional	Frustration		Non-Reader				
60 x 100 = 85			✓						
71									
Comprehension (RC)	Independent	Instructional	Frustration		Non-Reader				
5 x 100 = 71		✓							
7									
SUMMARY									
Independent	Frustration		Instructional		Non-Reader				
	✓								

This form is used in administering the pre-reading test (oral/silent) to the learners.

The teacher notes a couple of data from the learner such as the number and types of miscues, attempts to self-correct, responses to comprehension questions, word recognition and comprehension levels, among others.



The information noted by the teacher from the learner during the pre-reading test will guide him or her in designing or adjusting classroom, small group or individualized instruction to fit the learners' needs and abilities.



**Test Criteria for Word Recognition and Reading Comprehension
(adapted from Phil-IRI)**

Level	Word Recognition	Comprehension
Independent	97 – 100	80 – 100
Instructional	90 – 96	59 – 79
Frustration	89 – below	58 – below

Word Recognition	Comprehension	Reading Level	
Independent	Independent	=	Independent
Independent	Instructional	=	Instructional
Independent	Frustration	=	Frustration
Instructional	Independent	=	Independent
Instructional	Instructional	=	Instructional
Instructional	Frustration	=	Frustration
Frustration	Independent	=	Frustration
Frustration	Instructional	=	Frustration
Frustration	Frustration	=	Frustration



HOW TO DO IT?

To compute the word recognition level (WR), the following formula is applied:

$$WR = \frac{\text{No. of words} - \text{No. of miscues}}{\text{No. of words}} \times 100$$

Example: $WR = \frac{71 - 11}{71} \times 100$

$$\frac{60 \times 100}{71}$$

WR = 85

The level of reading comprehension (RC) is computed using the formula below:

$$RC = \frac{\text{Total correct answer}}{\text{Total no. of questions}} \times 100$$

Example:

$$RC = \frac{5 \times 100}{7}$$

RC = 71



In the example above, a word recognition rating of 85 means “Frustration” while a reading comprehension rating of 71 means “Instructional”.

A learner who has word recognition of “Frustration” and reading comprehension of “Instructional” has an overall FRUSTRATION reading level.



GRADE 9 - AWARENESS		Word Recognition	Reading Comprehension	Reading Level
1	Student 1	Independent	Independent	Independent
2	Student 2	Independent	Independent	Independent
3	Student 3	Independent	Independent	Independent
4	Student 4	Independent	Independent	Independent
5	Student 5	Independent	Instructional	Instructional
6	Student 6	Instructional	Independent	Instructional
7	Student 7	Instructional	Instructional	Instructional
8	Student 8	Instructional	Instructional	Instructional
9	Student 9	Instructional	Instructional	Instructional
10	Student 10	Instructional	Instructional	Instructional
11	Student 11	Instructional	Instructional	Instructional
12	Student 12	Instructional	Instructional	Instructional
13	Student 13	Instructional	Instructional	Instructional
14	Student 14	Instructional	Frustration	Frustration
15	Student 15	Instructional	Frustration	Frustration
16	Student 16	Instructional	Frustration	Frustration
17	Student 17	Instructional	Frustration	Frustration
18	Student 18	Instructional	Frustration	Frustration
19	Student 19	Instructional	Frustration	Frustration
20	Student 20	Instructional	Frustration	Frustration

The teacher consolidates the individual records of the learners and groups them according to reading level.



The teacher keeps track of the learners' reading progress through continual assessment. This may be effectively done by setting a developmental plan to address the needs of the learners.

For example, the learners may be grouped according to their reading levels and may undergo different reading programs. Non-readers and frustrated readers may undergo reading recovery program; instructional readers may go through reading remediation program, while independent readers may undertake reading enrichment program. Parents or guardians of non-readers and frustrated readers will have to be notified for extra support at home.



3 Reading Profile Report (Evaluation)



HOW TO DO IT?

Finally, the teacher conducts a post-reading assessment to determine if there are improvements in specific difficulties and overall reading level of the learners. He or she consolidates the reading assessment data of all classes using another table for analysis.

The teacher makes a report of the reading profile of classes handled. The complete report presents the pre-reading and post-reading assessment results wherein the learners' reading achievement can easily be gauged.

The teacher uses learner attainment data to evaluate the effectiveness of the reading programs or activities he or she conducted and adjusts instructional strategies to better meet the learners' needs.

SECTION	ENROLMENT	STUDENT TESTED		PRE-READING ASSESSMENT				POST-TEST ASSESSMENT			
		PRE	POST	READING LEVEL			NON-READER	CHANGE IN READING PERFORMANCE			
				FRUSTRATION	INSTRUCTIONAL	INDEPENDENT		FRUS	INS	IND	NR
Awareness	47	47	47	17	20	10	0	8	24	15	0
Loyalty	46	46	46	15	23	8	0	10	26	10	0
Kindness	48	48	48	18	24	6	0	12	27	9	0
Persistence	50	50	47	20	26	3	1	14	28	5	0
TOTAL	191	191	188	70	93	27	1	44	105	39	0



The assessment serves as one of the bases in planning, designing/redesigning the reading programs or activities in the school to improve the overall school reading performance.



Report on Promotion and Learning Progress and Achievement



At the end of the school year, teachers make a report on promotion and learning progress and achievement in accordance with the policy guidelines on classroom assessment provided by DepEd.



LRN	LEARNERS NAME (Last, Name, First Name, Middle Name)	GENERAL AVERAGE (Whole numbers for non-honor)	ACTION TAKEN: PROMOTED, CONDITIONAL, or RETAINED	Did Not Meet Expectations of the ff. Learning Areas as of end of current School Year
123456789001	Student 1	86	PROMOTED	
123456789002	Student 2	83	PROMOTED	
123456789003	Student 3	88	PROMOTED	
123456789004	Student 4	78	PROMOTED	
123456789005	Student 5	90	PROMOTED	
123456789006	Student 6	88	PROMOTED	
123456789007	Student 7	84	PROMOTED	
123456789008	Student 8	88	PROMOTED	
123456789009	Student 9	87	PROMOTED	
123456789010	Student 10	77	PROMOTED	
123456789011	Student 11	79	PROMOTED	
123456789012	Student 12	86	PROMOTED	
123456789013	Student 13	86	PROMOTED	
123456789014	Student 14	81	PROMOTED	
123456789015	Student 15	78	PROMOTED	
123456789016	Student 16	86	PROMOTED	
123456789017	Student 17	84	PROMOTED	
123456789018	Student 18	79	PROMOTED	
123456789019	Student 19	92	PROMOTED	
123456789020	Student 20	83	PROMOTED	
20 ← TOTAL MALE				

STATUS	MALE	FEMALE	TOTAL
PROMOTED	20	23	43
*Conditional	0	0	0
RETAINED	0	0	0

Descriptors & Grading Scale	MALE	FEMALE	TOTAL
Did Not Meet Expectations (74 and below)	0	0	0
Fairly Satisfactory (75-79)	5	3	8
Satisfactory (80-84)	5	7	12
Very Satisfactory (85-89)	8	10	18
Outstanding (90-100)	2	3	5

This school form presents the learners' status and learning progress and achievement based on their general average.



Monitoring of learner progress is a practice that helps teachers use learner attainment data to keep track of learners' daily performance and acquisition of skills. On the other hand, evaluation of learner achievement tells teachers whether the learner has learned the particular skills covered in a unit, but not whether the learner is learning at a pace that will allow him or her to meet annual learning goals. This is the key difference between learner progress monitoring and achievement evaluation, while both practices help teachers determine the effectiveness of their teaching and make more informed instructional decisions.



Having seen how Indicator 5.2.2 can be achieved, you are now ready to think of strategies or interventions to help your learners attain their learning goals through the proper use of suitable monitoring and evaluation tools.

The following table presents a summary of illustrations of practice that you may also consider in making your teaching practices aligned with this indicator.



OTHER ILLUSTRATIONS OF PRACTICE

The teacher regularly (daily or weekly) gives his or her learners assessment activities, such as quizzes, seat works, group works, performance tasks, among others to test their learners' progress and achievement. He or she tracks their progress using available monitoring sheets (e.g. checklist), and identifies their least mastered skills. The teacher uses graphs or charts to analyze the test results. He or she modifies the instructional strategies based on the analysis of the learner attainment data.

The teacher keeps a daily checklist of the learners' outputs. The teacher regularly checks the portfolio to monitor if the learner is on track. The checklist shows all the portfolio requirements for the quarter with the names of each learner. The teacher monitors whether the work is complete or inadequate and whether the portfolio is regularly submitted or not.

The teacher tracks the achievement of learners through achievement chart record. Using the achievement chart record, the teacher audits the record in a form of checklist, indicating competencies that the learners successfully achieved.

The teacher uses variety of techniques in tracking the developmental sequences of a learner's school and academic status. Variety of techniques includes appropriate utilization of data from class records and report card through Progress Chart Review or Competency Monitoring Grid.



PROFESSIONAL DEVELOPMENT PLAN



After you have explored the different key concepts on monitoring and evaluation of learner progress and achievement, you now have a better appreciation of the indicator. Based on your learning in this module, think of what you can do to enhance your professional development.



Fill in the personal action plan below.

STRENGTHS <i>What are the skills you are good at?</i>	DEVELOPMENT NEEDS <i>What are the skills you need to improve?</i>	ACTION PLAN <i>What can you recommend for your development intervention?</i>	TIMELINE <i>When will you implement your plan?</i>	RESOURCE NEEDED <i>What assistance/resources do you need to implement the plan?</i>



Happy planning!





RESOURCE LIBRARY



We also provide you with resources that can help you further understand the indicator.



Annotated Bibliography

- Association for Supervision and Curriculum Development. (1997). Retrieved from <http://www.ascd.org/publications/books/197171/chapters/The-Types-of-Portfolios.aspx>
The author explains the use of portfolio in the classroom, the different types of portfolio, the purpose of using it inside the classroom to monitor the learner's progress and the innovative technique of using it.
- Bartolata, Blanche M. (2017). Learning Outcome Assessment. GFMNHS-San Francisco Annex.
- Danielson, C., & Abrutyn, L. (1997). *An introduction to using portfolios in the classroom*. Alexandria, Va., USA: Association for Supervision and Curriculum Development.
This material is a useful resource for teachers who wish to use learner portfolio in the classroom
- Department of Education. (2015). Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Department Order No. 8, s. 2015.
In line with the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), the Department of Education is adopting the enclosed Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program. Classroom Assessment is an integral part of curriculum implementation. It allows the teachers to track and measure learners' progress and to adjust instruction accordingly. Classroom assessment informs the learners, as well as their parents and guardians, of their progress.
- Department of Education. (2018). *Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory*. Department Order No. 14, s. 2015
This DepEd Order provides the guidelines for the administration of the revised Philippine Informal Reading Inventory (Phil-IRI). The tool is administered to Grades 3 to 6 learners in public elementary schools nationwide. It defines the responsibilities of the different levels of governance pertaining to the dissemination and utilization of the said tool.
- Fuchs, L.S. & Fuchs, D. (2002). What is scientifically-based research on progress monitoring? (Technical report). Nashville, TN: Vanderbilt University.
The author explains how learner progress monitoring improves instruction. The teacher determines current learner level of performance within the year, identifies achievement goals that the learner needs to reach at the end of the school year, and establishes the rate of progress the learner must make to meet those goals.
- Learning Science International. (2016). Retrieved from https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/42/Art%20and%20Science/Enhanced%20Developmental%20Scales/Enhanced_Developmental_Scale_E2.pdf
This article explains how the teacher facilitates tracking of learner progress on one or more learning goals and/or targets using a formative approach to assessment.
- Safer, N. & Fleischman, S. (2005). *Educational Leadership*, 66, 81-83.
These authors explain how learner progress monitoring improves instruction and reiterated that learner progress monitoring is a practice that helps teachers use performance data to continually evaluate effectiveness of their teaching.

TEACHER EDUCATION COUNCIL

Leonor Magtolis Briones
Secretary
Department of Education

Allan B. De Guzman, Ph.D.
Luzon Zonal Representative

Rita May P. Tagalog, Ph.D.
Visayas Zonal Representative

Evelyn G. Chavez, Ph.D.
Mindanao Zonal Representative

Lourdes R. Baetiong, Ph.D.
Language Subject Representative

Myrna B. Libutaque, Ph.D.
Mathematics Subject Representative

Lorina Y. Calingasan, Ph.D.
Social Studies Subject Representative

SECRETARIAT
Runvi V. Manguerra, Ph.D.
Executive Director II

Jayson A. Peñafiel
Education Program Supervisor

ACKNOWLEDGEMENTS

PROJECT TEAM

Gina O. Gonong, Ph.D.
Joint Project Team Leader and Director
PNU-RCTQ

John Pegg, Ph.D.
Joint Project Team Leader and Director
UNE-SiMERR

Christine Reading, Ph.D.
Senior Research Fellow
UNE-SiMERR

Michael Wilson I. Rosero
Senior Research Officer
PNU-RCTQ

Mikkey Mari M. Tuazon
Research Officer
PNU-RCTQ

PNU-RCTQ and UNE-SiMERR National Research Centre

Jennie V. Jocson, Ph.D.
Deputy Director, PNU-RCTQ

Allan S. Reyes, Ph.D.
Senior Program Manager, PNU-RCTQ

Joy Hardy, Ph.D.
Deputy Director, UNE-SiMERR

Ken Vine, Ph.D.
Principal Research Adviser
UNE-SiMERR

Support Staff
Silvia Danieli
June Billings
Ambrose McDermott

Glinore Morales
Beverly Estocapio
Ruby Gantalao
Luis Angelo Abergas
Lyndon Morales
Guillen Nabong
Ezra de Jesus

WRITER-COORDINATORS

Jennifer E. Lopez
Education Program Supervisor
Region IV-A

Maria Concepcion Beltran - Montenegro
Faculty, Ateneo de Manila University

WRITERS

Adelyn R. Bartolome
Domingo R. Cueto
Alfred James A. Ellar
Mark Anthony P. Idang
Gerlie C. Lopez
Francis Victor A. Medrano
May Grace D. Salazar
Shiela Niña Rea-Santes
Ryan G. dela Torre
John Paul dela Rosa
Grace Urbien-Salvatus
Karina Angela C. Celestial
Arlene M. Hernandez
Christian Mespher A. Hernandez

REVIEWERS

Shirley N. Cerbo
Jerome A. Chavez, Ed.D.
Mary Leigh Ann C. Perez
Vivian I. Buhain, Ed.D.
Philip Jay N. Alcoberes, Ph.D.
Allen U. Bautista, Ed.D.
Maricel D. Ambid
Manuel R. Apuli
Floripina B. Galay

Sandra A. Garcia
Eduard O. Gonong
Ryan H. Homan
Glen P. Honrado
Neri D. Mangalindan
Amparo M. Muñoz
Natividad V. Nacion
Aufric Alma N. Navarro
Carlo Donato E. Olivan
Jose Ariel S. Padsoyan
Jennifer M. Rojo
Gemma A. Realo
Neil Vincent C. Sandoval

EDITOR

Myrna L. Macalinao, Ph.D.

GRAPHICS & LAYOUT ARTIST

Raymond S. Bermudez

AUSTRALIAN EMBASSY

Francesca Lawe-Davies
First Secretary-Education

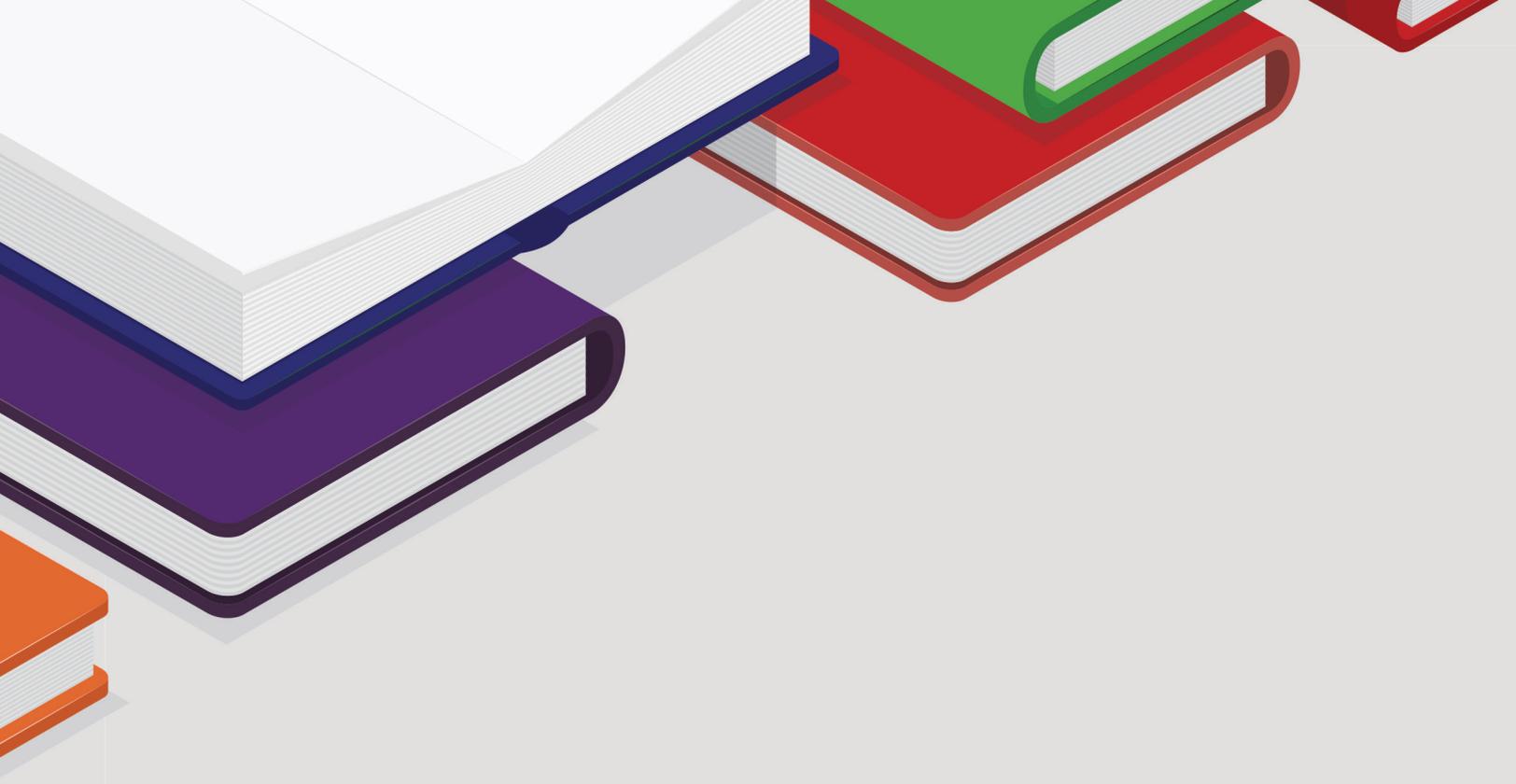
BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM

Kaye Cox
Team Leader

Alison Atwell, Ph.D.
Component Lead
Teaching and Learning

Soledad L. Lecaroz
Teacher Development Adviser

Special thanks: All Regional Directors, Superintendents and Principals who supported the project



© Department of Education - Teacher Education Council

The PPST Resource Package was developed through the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program.

