

**TECHNOLOGICAL UNIVERSITY OF THE PHILIPPINES
CAVITE CAMPUS**

Carlos Q. Trinidad Avenue, Salawag, Dasmariñas City, Cavite, Philippines
Telefax: (046) 416-4920
Email: cavite@tup.edu.ph | Website: www.tup.edu.ph

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COURSE SYLLABUS

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COURSE CODE: PROFED 7

COURSE TITLE: ASSESSMENT IN LEARNING 1

I. Vision

The Technological University of the Philippines shall be a premiere state university with recognized excellence in engineering and technology education at par with the leading universities in ASEAN region.

I. University Mission

The University shall provide higher and advanced vocational, technical, industrial, and professional education and training in the industries and technology and practical arts leading to certificates, diplomas and degrees. It shall provide progressive leadership in applied research, development studies in technical, industrial and technological fields and production using indigenous materials, effect technology transfer in the countryside; and assist in the development of small and medium scale industries in identified growth centers. (as embodied in Section 2 P.D. No. 1518)

II. Campus Goals

1. Quality and responsive curricular offerings
2. Excellence in engineering, technology research and innovation
3. Leadership in community services
4. Strengthening capability & competence
5. Modernized university systems & efficient management of resources to support expansion
6. Increased financial viability
7. Enhanced Network and Sustained Collaboration Initiatives

III. Quality Policy and Core Values

Technological University of the Philippines shall commit continuously to provide quality higher and advanced technological education, and improve continually its value to customers through enhancement of personnel competence and effective Quality Management System (QMS), compliant to statutory and regulatory requirements.

TUP shall adhere to its core values, TUPIANS, as follows:

- **T**ransparency and participatory governance;
- **U**nity and Cooperation in the pursuit of TUP mission, goals, and objectives;
- **P**rofessionalism in the discharge of quality service;
- **I**ntegrity and consistent commitment to maintain the good name of the University;
- **A**ccountability for individual and organizational quality performance;
- **N**ationalism through tangible contributions to the rapid economic growth of the country; and
- **S**hared responsibility, hard work, and resourcefulness in compliance to the national mandates of the University

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IV. Department Objectives

1. To offer relevant and responsive curricular programs.
2. To initiate/ conduct research in pedagogy and related educational technology.
3. To intensify community involvement through extension programs and projects.
4. To produce teachers who understand and appreciate human values and ideas.
5. To imbue prospective teachers with desirable characteristics.

V. Program Education Objectives

The BTLEd/BSIE program aims to develop highly competent and motivated teachers in Technology and Livelihood Education for Grades 4-12. The curriculum shall impart a body of knowledge, skills, attitudes, values, and experiences that will provide prospective Grade 4-12 EPP/TLE Teachers with the necessary competencies essential for effective teaching and at the same time are accredited TVET Trainor's and Assessors. Specifically, upon completion of the program, graduates are expected to be able to:

1. apply the knowledge and technical skills in mathematics, science, social sciences, and language to a broad range of technical-vocational activities;
2. exhibit thorough understanding and appreciation of the teaching profession through effective and responsive pedagogies; and
3. demonstrate higher level of coherent knowledge, skills, attitudes, and values in the field of technical-vocational education and training.

II. Course Contents

- a. Course Code : **PROFED 7**
- b. Course Title : **ASSESSMENT IN LEARNING 1**
- c. Pre-requisite/Co-requisite : **NONE**
- d. Course Description: **This course is focused on the principles, development and utilization of basic assessment tools to improve the teaching-learning process. In the process of measuring knowledge, comprehension and other thinking skill along the cognitive, psychomotor and affective domains, this course distinguishes the uses of assessment "of" learning, assessment "for" learning and assessment "as" learning. This course includes the standards steps in test construction and how to determine the measures of central tendency and measures of dispersion. Such knowledge facilitates understanding and proper implementation of grading systems.**
- e. Credit Units : **3**
- f. Class Schedule : **3 hrs./week**



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VI. Program Outcomes in Relation to Program Educational Objectives

PROGRAM OUTCOMES		PROGRAM EDUCATIONAL OBJECTIVES		
		1	2	3
By the time of graduation, the students of the program shall have the ability to:				
(a)	Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political contexts. (PPST 1)		✓	
(b)	Demonstrate mastery of subject matter/discipline. (PPST 1)	✓	✓	
(c)	Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments. (PPST 3)	✓	✓	
(d)	Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners.(PPST 4)	✓	✓	
(e)	Apply skills in the development and utilization of ICT to promote quality, relevant, and sustainable educational practices.(PPST 4)	✓	✓	
(f)	Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes.(PPST 5)	✓	✓	
(g)	Practice professional and ethical teaching standards sensitive to the local, national, and global realities. (PPST 7)	✓	✓	
(h)	Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.(PPST 7)	✓	✓	

VII. Course Outcomes in Relation to Program Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES							
	A	B	C	D	E	F	G	H
<i>After completing this course, the student must be able to:</i>								
1. Explain how the change of emphasis from content to outcomes in education led to the shift of focus in teaching from the subject matter to the learner	I	I			E			
2. Illustrate examples of measurement, assessment, and evaluation in determining the progress of students towards attaining the desired learning outcomes.		I			E	D		
3. Differentiate program outcomes from student learning outcomes through examples		I				D		
4. Give examples of learning outcomes in the cognitive, psychomotor and affective domains		I				D		



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5. Explain the principles in assessing learning outcomes through example and illustrations					E	D		
6. Determine the validity and reliability of given test items	I	I			E	D		
7. Explain the meanings and the uses of the Measures of Central Tendency and of Dispersion; Mean, Median, Mode, and Standard Deviation					E	D		
8. Demonstrate understanding of the principles in assigning grades and implementing grading systems					E	D		

I – Introductory course to an outcome (Formative course objective to an outcome)

E – Enabling course to an outcome (Course objective strengthening further an outcome)

D – Demonstrative to an outcome



VIII. COURSE LEARNING PLAN

WEEK	Course Learning Outcomes (CLO)	TOPICS	Course Intended Learning Outcomes	Teaching and Learning Activities (TLA)	Resources and References	Mode of Delivery (Synchronous, Asynchronous, Offline)	ASSESSMENT TOOLS
1-2	CLO 1	<p>1. Shift of Educational Focus from Content to Learning Outcomes</p> <p>1.1. Outcome-based Education: Matching Intentions with Accomplishments</p> <p>1.2. The Outcomes of Education</p> <p>1.3. Institutional, Program, Course and Learning Outcomes</p> <p>1.4. Sample Educational Objectives and Learning Outcomes in TLE (K to 12)</p> <p>1.5. Exercises</p>	<p>After completing this course, the student must be able to:</p> <p>1. Explain how the change of emphasis from content to outcomes in education led to the shift of focus in teaching from the subject matter to the learner</p>	<ul style="list-style-type: none"> • Interactive discussion • Group discussion subject matter centered vs. Learner-centered teaching • Exercises on translating educational objectives into learning outcomes 	<p>CHED Learning guides on OBE</p> <p>DepEd Educational Objectives and Learning Outcomes in TLE (K to 12)</p> <p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Gravells, A. (2016) Principles and Practices of Assessment: A Guide for Assessors in the Skills Sector</p> <p>Glossary of Education Reform (2014). Assessment.</p>	Onsite	<ul style="list-style-type: none"> • Quiz • Reflection essay on subject matter-centered teaching and learner-centered teaching • Presentation of group discussion outcomes



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2	CLO 2	<p>2. Measurement, Assessment, and Evaluation in Outcome-Based Education</p> <p>2.1. Measurement</p> <p>2.2. Assessment 2.3. Evaluation</p> <p>2.4. Assessment "FOR", "OF" and "AS" learning: Approaches to Assessment</p>	<p>2. Illustrate examples of measurement, assessment and evaluation in determining the progress of students towards attaining the desired learning outcomes.</p>	<ul style="list-style-type: none"> • Interactive discussion • Group presentation of different measuring instruments • Group presentation of objects that can be assessed • Discussion on the distinction between formative and summative evaluation 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Earl, L. and Katz, S. (2006), Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, and Assessment of Learning.</p> <p>Orlando, J. (2011), How to Effectively Assess Online Learning</p>	<p>Synchronous & Asynchronous via Google Classroom</p>	<ul style="list-style-type: none"> • Quiz • Essay test on the distinction among assessment "of" learning, assessment "for" learning, and assessment "as" learning • Group presentation of abstracts of published evaluative studies
3-5	CLO 3, CLO 4	<p>3. Program Outcomes</p> <p>3.1. Program Outcomes and Student Learning Outcomes</p> <p>3.2. Program Outcomes and Teacher Learning Outcomes</p> <p>3.3. The Three Types of Learning</p> <p>3.4. Domain I: Cognitive</p>	<p>3. Differentiate program outcomes from student learning outcomes through examples</p>	<ul style="list-style-type: none"> • Interactive discussion • Group presentation of the levels of cognitive domain group presentation of the levels of psychomotor domain 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Audet R and Jordan L. (2005) Integrating Inquiries Across the</p>	<p>Synchronous & Asynchronous via Google Classroom</p>	<ul style="list-style-type: none"> • Quiz • Essay test on the relationship between program outcomes and student learning outcomes • Submission by group of matrices of the



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		(Knowledge) 3.5. Domain II: Psychomotor (Skills) 3.6. Domain III: Affective (Attitude) 3.7. Kendall's and Manzano's new taxonomy 3.8. Exercises		<ul style="list-style-type: none"> Group presentation of the levels of affective domain Group crafting of matrices to simplify the domain levels 	<p>Curriculum. California: Sage Pub. Co. Baker, E. L. (1992) The Role of Domain Specifications in Improving the technical Quality of Assessment. Los Angeles: University of California Center for Research and Evaluation.</p> <p>Brookhart, Susan (2013) How to create and use rubrics for formative assessment and grading. Alexandria, Virginia: ASCD</p>		<p>levels of : cognitive, psychomotor, and affective domain</p> <ul style="list-style-type: none"> First quarter Summative Test
6-8	CLO 3, CLO 4	<p>4. Assessing Student Learning Outcomes</p> <p>4.1. Principles of good practice in assessing learning outcomes</p> <p>4.2. Sample of supporting student's activity</p> <p>4.3. Phases of outcome assessment in the instructional cycle</p> <p>4.4. Constructive alignment</p> <p>4.5. Variety of assessment methods, tools and tasks\</p>	4. Give examples of learning outcomes in the cognitive, psychomotor and affective domains	<ul style="list-style-type: none"> Interactive discussion Group presentation to clarify the principles of assessing learning outcomes Discussion of assessment tools Group samples of the various types of portfolios Crafting of scoring rubrics Discussion of learning outcomes in K to 12 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Goof, Loui, et al. (2015) Learning Outcomes Assessment: A Practitioner's handbook: Higher Education Quality Council of Ontario</p> <p>Hernon, P. and Dugan, R. (2004). Outcomes Assessment in Higher</p>	Synchronous & Asynchronous via Google Classroom	<ul style="list-style-type: none"> Quiz Crafting of rubrics to assess the group presentation of the principles of assessing learning outcomes Submission of rubrics Group presentation of the types of portfolio



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		<p>4.6. Portfolio</p> <p>4.6.1. Display, showcase or best works portfolios</p> <p>4.6.1.1. Working or Development Portfolio</p> <p>4.6.1.2. Types of Portfolio</p> <p>4.6.1.3. Assessment or Evaluation Portfolio</p> <p>4.7. Scoring rubrics</p> <p>4.8. Assessment strategies and multiple intelligences</p> <p>4.9. Assessment of learning outcomes in the K to 12 program</p>			<p>Education: West-port: Libraries, Unlimited Identifying Learning Outcomes and Selecting Assessment Tasks. Teaching Common: New York University Types of Rubrics (2015). Chicago, III: De Paul University</p> <p>Kaplan, Robert M. and Dennis P. Saccuzzo. (2001) Psychological testing: principles, applications and issues. Singapore: Thomson Learning Asia</p>		<ul style="list-style-type: none"> • Reaction paper on the use of rubrics
9-10	CLO 6	<p>5. Development of varied Assessment Tools</p> <p>5.1. Planning a Test and Construction of Table of Specifications (TOS)</p> <p>5.2. Types of Paper-and-Pencil Tests</p> <p>5.3. Constructing Selected-Response Type</p> <p>5.3.1. True-False test 5.3.2. Multiple Choice test 5.3.3.</p>	<p>5. Explain the principles in assessing learning outcomes through example and illustrations</p>	<ul style="list-style-type: none"> • Interactive discussion of the different types of test • Writing of examples of the different types of test in the different fields of specialization • Constructing a table of specifications for the different types of test 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Clay, B. (2001). Is This a Trick Question? A Short Guide to Writing Effective Test Questions. Kansas Curriculum Center, Kansas State Department of Education</p>	<p>Synchronous & Asynchronous via Google Classroom / Onsite</p>	<ul style="list-style-type: none"> • Quiz • Critique of the examples of test types • Group presentation of table of specifications by field of specialization • Crafting of scoring rubrics



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		<p>Matching type</p> <p>5.4. Constructing supply type or constructed response type</p> <p>5.4.1. Completion type of test</p> <p>5.4.2. Essays</p> <p>5.4.2.1. Types of Essays</p> <p>5.5. Exercises</p>			<p>Crisp, G. (2011). Teacher's Handbook on E-Assessment.</p> <p>Price J.K., Pierson, E., and Light, D. (2011). Using Classroom Assessment to Promote 21st Century Learning in Emerging Market Countries.</p> <p>Popenici, S. and Millar, V. (2015) Writing Learning Outcomes: A Practical Guide for Academics.</p>		for essay examination
11		MIDTERM				Onsite	
12-13	CLO 6	<p>6. Item Analysis and Validation</p> <p>6.1. Item Analysis</p> <ul style="list-style-type: none"> • Difficulty index • Discrimination index <p>6.2. Validation</p> <p>6.3. Reliability</p> <p>6.4. Exercises</p>	6. Determine the validity and reliability of given test items	<ul style="list-style-type: none"> • Exercises on the interpretation of: item analysis, item validity, reliability, difficulty index, and discrimination index 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Classroom Assessment. https://fcit.usf.edu/assessment/selected/responsec.html • Fives, H. and Donato-Barnes, N. (2013) "Classroom Test Construction: The Power</p>	Onsite	<ul style="list-style-type: none"> • Problem solving on the following; item validity, reliability, difficulty index, and discrimination index



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					of a Table of Specifications," Practical Assessment, Research, and Evaluation McMillan, S. (2019) Item Statistics for Classroom Assessments	
14-15	CLO 7	<p>7.Measure of Central Tendency and Variability</p> <p>7.1. Measure of Central Tendency</p> <ul style="list-style-type: none"> • Mean • Median • Mode <p>7.2. Normal and Skewed Distributions</p> <p>7.3. Outcome-based Teaching-Learning and Score Distribution</p> <p>7.4. Measure of dispersion or Variability</p> <ul style="list-style-type: none"> • Range • Variance • Standard Deviation <p>7.5. Comparing</p>	7. Explain the meanings and the uses of the Measures of Central Tendency and of Dispersion; Mean, Median, Mode, and Standard Deviation	<ul style="list-style-type: none"> • interactive lecture • Problem solving and interpreting 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Koul, L. and Mani, A. (ed) (2016). Measurement and Evaluation in Education. Directorate of Distance Education, Tripura University. Vikas Publishing House</p>	<p>Onsite</p> <ul style="list-style-type: none"> • problem solving on measure of Central Tendency and measure of variability • Interpreting given data



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		<p>7.6. More notes on Standard Deviation</p> <p>7.7. Interpretation of Standard Deviation</p> <p>7.8. Some Exercises</p> <p>7.9. Problem Solving</p>					
16-17	CLO 8	<p>8. Grading Systems</p> <p>8.1. Norm-referenced Grading</p> <p>8.2. Criterion-Referenced Grading</p> <p>8.3. Four Questions in Grading</p> <p>8.4. What should go into a student's grade?</p> <p>8.5. Standardized Test Scoring</p> <p>8.6. Cumulative and Averaging Systems of Grading</p> <p>8.7. Policy Guidelines on Classroom Assessment for the K to 12 Basic Education (DepEd Order No. 8, s. 2015)</p> <p>8.8. Step in Grade Computation</p>	8. Demonstrate understanding of the principles in assigning grades and implementing grading systems	<ul style="list-style-type: none"> Exercises on: <ul style="list-style-type: none"> -Exercises on norm-referenced and criterion-referenced grading - Exercises on averaging and cumulative grading systems - Interactive discussion of DepEd Order No. 8, s. 2015 	<p>Slides Presentation</p> <p>Mock up Test</p> <p>Ref. Book: Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.</p> <p>Chandan, J. S. and Mani, A. (ed) (2016). Measurement and Evaluation in Education. Directorate of Distance Education, Tripura University. Vikas Publishing House</p>	Onsite	<p>Quiz</p> <ul style="list-style-type: none"> Problem-solving on - Norm-referenced grading - Criterion referenced grading - Averaging system - Cumulative system Essay test on "What does a student's grade mean?"



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		8.9. Grade Computation 8.10. Reporting the Learner's Progress 8.11. Promotion and Retention at the End of the School 8.12. Alternative Grading Systems 8.13. Exercises					
18		FINAL EXAMINATION				Onsite	



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IX. Learning Resources/ Textbook(s):

Assessment in Learning 1 by Navarro et.al 14TH Edition, Lorimar Pub.

Audet R and Jordan L. (2005) Integrating Inquiries Across the Curriculum. California: Sage Pub. Co.

Baker, E. L. (1992) The Role of Domain Specifications in Improving the technical Quality of Assessment. Los Angeles: University of California Center for Research and Evaluation.

Brookhart, Susan (2013) How to create and use rubrics for formative assessment and grading. Alexandria, Virginia: ASCD

Goof, Loui, et al. (2015) Learning Outcomes Assessment: A Practitioner's handbook: Higher Education Quality Council of Ontario

Hernon, P. and Dugan, R. (2004). Outcomes Assessment in Higher Education: Westport: Libraries, Unlimited

Identifying Learning Outcomes and Selecting Assessment Tasks. Teaching Common: New York University

Types of Rubrics (2015). Chicago, III: De Paul University

Kaplan, Robert M. and Dennis P. Saccuzzo. (2001) Psychological testing: principles, applications and issues. Singapore: Thomson Learning Asia.

X. COURSE REQUIREMENTS/ GRADING SYSTEM

Course Requirements

1. Major Examinations
2. Summative Quizzes
3. Unit Outputs
4. Reflective Journals / Portfolios

Performance Standard (Grading System)

Criteria	Percentage
Unit Outputs/Portfolio	40
Major Examination	30
Summative Assessment	20
Attendance and Participation	10
Total	100



XI. COURSE POLICIES/GUIDELINES

As future educators, a high level of integrity is expected in all aspects of a PST's academic training. These class policies serve as guidance towards that objective.

Scholarly Expectations. All works submitted for credit must be original and created uniquely for the class. Finished output are expected to demonstrate higher order thinking skills.

Academic Honesty. You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. University policies on academic dishonesty will strictly be enforced.

Attendance Policy. You are expected to attend all scheduled classes. Actively participate in ALL forms of in-person, online, or hybrid engagement.

Students are expected to be in class on time. A grace period of ten (10) minutes shall be allowed to be marked as present. Those who arrive between eleven and twenty minutes late will be considered tardy; three tardy remarks are equivalent to one (1) absent.

Assignment Policy. All assignments for this course shall be submitted in compliance to the instructions of course facilitator. Assignments must be submitted on the given deadline. Extensions will not be given beyond the next assignment except under extreme compelling circumstances.

Late Compliance Policy. Be sure to pay close attention to deadlines-there will be no make-up assignments or late work accepted without a serious and compelling reason and with course facilitator approval.

Students who are unavoidably absent from an examination or recitation must submit an excuse letter duly signed by parent/guardian with photocopy of their valid ID card before they can take the missed examination. If the reason for the absence is illness, then the student must present a medical certificate. Quizzes and exercises missed because of valid absences will be prorated. Complying with the missed requirements shall be within three (3) school days after presenting the excuse letter.

Drop Policy. It is the student's responsibility to understand when they need to consider dropping the course. Please refer to the TUP academic calendar for dates & deadlines. Students are not allowed to have 20% or more unexcused absences of the total synchronous class hours; otherwise, they will be marked as "DROPPED".

Important NOTE: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any change will be clearly noted in a course announcement in the respective virtual classroom.



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COURSE TITLE	DATE EFFECTIVE	REVISION NO./DATE	PREPARED BY:	REVIEWED BY:	APPROVED BY:
Assessment in Learning 1	March 06, 2023	00/February 28, 2023	 Dr. Ramon Jr R. Blanquera, Faculty, DED	 Ms. Ellysa Sebastian, PIC, BSIE-HE  Mr. Zaldy T. Ronquillo, PIC, BSIE-ICT  Prof. Michelle M. Mag-isa PIC, BSIE-IA	Prof. Maria Cecilia N. Reyes, Asst. Director for Academic Affairs