CLASSROOM ASSESSMENT DURING THE COVID-19 PANDEMIC

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It is vital for educators and students to keep track of their learning progress. In a 2015 department order issued by the Philippine Department of Education (DepEd), assessment is defined as:

“... a process that is used to keep track of learners' progress in relation to learning standards and in the development of 21st-century skills; to promote self-reflection and personal accountability among students about their own learning; and to provide bases for the profiling of student performance on the learning competencies and standards of the curriculum.”

The COVID-19 pandemic has presented a number of challenges in numerous facets of our daily lives across the globe, especially for educators and students in the way classes are being run. One may ask how students can be assessed in a remote setting as the suspension of face-to-face sessions and the closure of school facilities remain in place.

Formative assessment is critical in ensuring learners’ progress through remote learning. This type of assessment has been defined as an informal process to assist learners in identifying strengths and weaknesses, and may be given at any time during the teaching and learning process. It does not need to be centered on the traditional method of answering questions to measure student learning. Teachers can exercise their creativity and resourcefulness in utilizing different online applications, such as Kahoot, Answer Garden or Padlet, to create and design activities for their assessment. These applications can help teachers determine if they need to rework on their lesson plans or if there are some clarifications that need to be made to students. With online classes
happening in a number of video conferencing applications and/or learning management systems, teachers can relay feedback or clarification to their respective students in real time as if they are holding a face-to-face session.

Summative assessment, on the other hand, requires a different set of tools where teachers can gauge and record the students' learning progress and evaluate on whether they were able to meet content and performance standards, and learning competencies. Learning management systems have the capacity to create online tests intended for summative assessment. Teachers can also ask students to do their individual performance tasks by taking a photo or video of them while performing the task or compiling a digital portfolio assessment. Group and integrated performance tasks can still be done, although there may be challenges and limitations in the execution of these tasks due to the observance of physical distancing.

More importantly, it is an imperative to emphasize to the students the importance of academic integrity in the performance of classroom assessments in the light of online learning. With online learning, students can easily commit acts of academic dishonesty at the comfort of their homes without being caught. Teachers must utilize strategies that can reduce or limit the chances of students to commit such acts.

References:


Author.

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