REVISITING ASSESSMENT: ROLE OF ALTERNATIVE ASSESSMENT IN TIMES OF PANDEMIC

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Assessment is an appraisal mechanism that provides information to teachers as to what the learners are capable of doing and what must be improved with the delivery of instruction. As an ongoing process, it tracks the progress of learners based on the set criteria or standards.

In the past, assessment is based mainly on paper-and-pencil tests, but nowadays, alternative assessment paves the way. The alternative assessment provides authentic and performance-based tools in measuring what the students learn and capable of doing. It uses tools such as portfolios, diaries, journals, reflection papers, exhibits, demonstrations, interviews, products, etc.

In alternative assessment, there is a balanced focus on the cognitive, emotional, and psychomotor faculties of the learners, making it a holistic approach of assessment. The use of this type of assessment guarantees an opportunity for learners to have self-reflection and reliable feedback on their performance.

Salandanan (2012) opined that it is essential for teachers to identify appropriate instructional objectives indicating the expected outcomes in using any assessment tool. Such instructional objectives shall encompass the knowledge, skills, products, and values expected from the learners.

More so, it also important that learners are aware of the rubrics, criteria, and other grading systems in every activity they will be doing so that they could effectively monitor, evaluate, and recalibrate their performance. Furthermore, the use of alternative
assessment provides more freedom and flexibility in the learning process, providing a fresh take on the boxed and rigid traditional assessment.

More development has been introduced in the delivery of K-12 assessments in the country. With the institutionalization of DepEd Order No. 8, s. 2015, appropriate assessment for the K-12 curricula has been introduced in the classroom for necessary adjustment in instruction. It defines classroom assessment to be an ongoing process with identifying, gathering, organizing, and interpreting information is a must. Such information must be quantitative and qualitative that defines what learners are capable of knowing and doing, either individually or in a group. It makes the diagnostic, formative, and summative assessment more contextualized and standard-based.

With the distance or remote learning that is prescribed by the government with the current situation, teachers must venture in using viable technology to differentiate, contextualize, and innovate how assessment is being done. By tapping the appropriate assessment tool, technology, resource, and partner, meaningful learning can be delivered given the challenges we are facing today.

References:

DO 8, s. 2015. Policy guidelines on classroom assessment for the K to 12 basic education program. April 1, 2015. DepEd Complex, Meralco Avenue, Pasig City.