THE FUNDAMENTALS OF CLASSROOM ASSESSMENT

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Classroom Assessment is an important part of the implementation of the curriculum. It enables teachers to monitor and assess the progress of learners and change instruction dynamically. Moreover, it instructs the learners of their progress, as well as their parents and guardians.

The Department of Education is adopting the enclosed Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, in line with the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). The Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program for the Effective School Year (SY) 2015-2016 were implemented nationwide in public elementary and secondary schools.

Classroom Assessment is a collaborative process involving teachers and learners respectively. In teaching and learning, it is important part. Teachers provide sufficient evaluation as they seek to quantify the current and evolving abilities of learners holistically while encouraging them to take responsibility for the process. This view acknowledges the diversity of learners within the classroom, the need for several ways to quantify their various abilities and learning capacity, and the role of learners in the appraisal process as co-participants.

The identification and conscious consideration of the proximal development zone of the learners are at the core of this evaluation framework (Vygotsky 1978). Appropriate evaluation is committed to ensuring the progress of learners in moving from driven to independent show of knowledge, understanding, and skills, and to allowing them to
effectively pass this in future situations. Evaluation, from this point of view, promotes the growth of higher-order thought and 21st-century skills of learners.

Teachers play a critical role in assisting students in reaching their intellectual potential by ensuring that students are prepared for “highly competitive” assessments through their classroom assessment practices. Appropriate classroom assessment activities are critical to ensure that teachers are proficient.

References:
