

Section 2: Assessment of Student Performance

Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s.2015)

- 2.1 Assessment of student performance is done quarterly to allow students and parents to monitor and improve student's performance.
- 2.2 First Semester Assessment is given at the end of the second quarter.
- 2.3 Pre-Yearend Assessment is given at the middle of the fourth quarter in the Second Semester.
- 2.4 Assessments are classified as Formative Assessment and Summative Assessment.
- 2.5 Formative Assessments are classified as Individual and Collaborative Assessment.

2.5.1 Formative Assessment

Individual formative assessment enables the learner to demonstrate independently what has been learned or mastered through a range of activities such as check-up quizzes, written exercises, performances, models, and even electronic presentations.

Collaborative formative assessment (peer assessment) allows students to support each other's learning. Discussions, role playing, games, and other group activities may also be used as performance-based formative assessment wherein learners support and extend each other's learning.

Formative assessment may be integrated in all parts of the lesson. Basically, every lesson has three parts: before the lesson, the lesson proper, and after the lesson.

2.5.2 Summative Assessment

This form of assessment measures the different ways learners use and apply all relevant knowledge, understanding, and skills. It must be spaced properly over the quarter. It is usually conducted after a unit of work and/or at the end of an entire quarter to determine how well learners can demonstrate content knowledge and competencies articulated in the learning standards. Learners synthesize their knowledge, understanding, and skills during summative assessments. The results of these assessments are used as bases for computing grades.

Learners may be assessed individually through unit tests and quarterly assessment. Collaboratively, learners may participate in group activities in which they cooperate to produce evidence of their learning. The process of creating a learning project is given more weight or importance than the product itself.

Summative assessments are classified into three components, namely, Written Work (WW), Performance Tasks (PT), and Quarterly Assessment (QA). These three will be the bases for grading. The nature of the learning area defines the way these three components are assessed.

The **Written Work** component ensures that students are able to express skills and concepts in written form. Written Work, which may include long quizzes, and unit or long tests, help strengthen test-taking skills among the learners. It is strongly recommended that items in long quizzes/test be distributed across the Cognitive Process Dimensions so that all are adequately covered. Through these, learners are able to practice and prepare for quarterly assessment and other standardized assessments. Other written work may include essays, written reports, and other written output.

The Performance Task Component allows learners to show (demonstrate) what they know and are able to do in diverse ways. They may create or innovate products or do performance-based tasks. Performance-based tasks may include skills demonstration, group presentations, oral work, multimedia presentations, and research projects/defense. It is important to note that written output may also be considered as performance tasks.

Quarterly Assessment measures student learning at the end of the quarter. These may be in the form of objective tests, performance-based assessment, or a combination thereof.