

Building teachers' capacity to facilitate learning: Formative assessment in the Philippines

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Outline of Presentation

- A. Formative Assessment
- B. Purpose of the study
- C. Classroom Observation of
Formative Assessment (COFA)
- D. Discussion of Findings

Formative Assessment

- “All activities undertaken by teachers...that provide information to be used as feedback to modify teaching and learning activities.”

(Black & Wiliam, 2010, p. 82)

Formative Assessment

“evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction...” (Black & William, 2009, p. 9)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifies and shares learning intentions and criteria for success	Engenders effective discussions, tasks and activities that elicit evidence of learning	Provides feedback that moves learners forward
Peer	Understands learning intentions and criteria for success	Activates students as learning resources for one another	
Learner	Understands learning intentions and criteria for success	Activates students as owners of their own learning	

Aspects of formative assessment, derived from William and Thompson (2008)

Philippines

Formative assessment: “teachers using evidence about what learners know and can do to inform and improve their teaching” (DepEd Order Number 8, 2015, p. 2)



The image was generated using google map.

Purpose of the Study

Develop an observation tool to examine the current formative assessment practices in Philippine classrooms.



The Framework

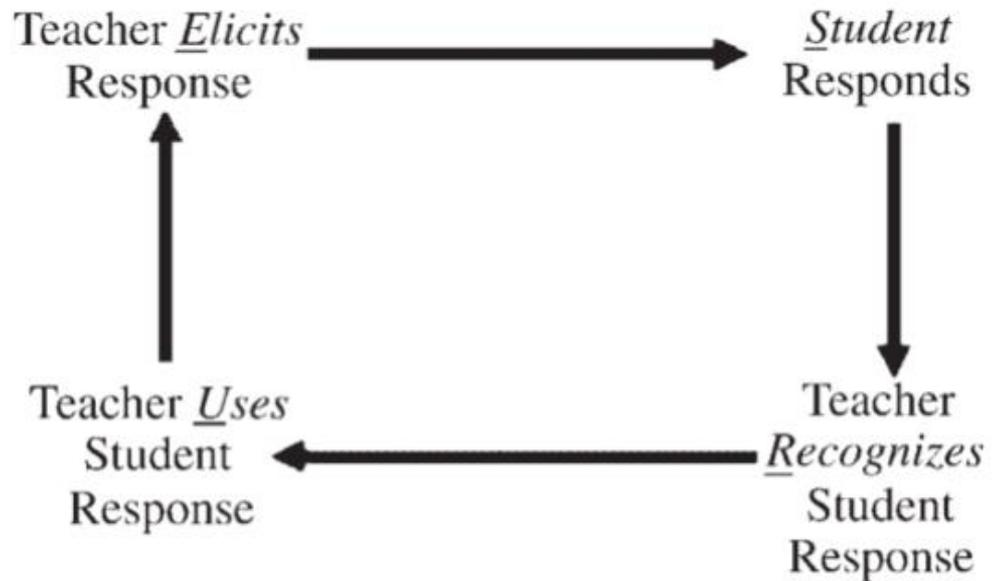


Figure 1. The ESRU model of informal formative assessment

Note: Figure adapted from Ruiz-Primo and Furtak (2007), p. 61

Classroom Observation of Formative Assessment (COFA) Tool

COFA Elicit

- Elicit evidence of student learning to determine what students know and can do

Use

- Use evidence of student learning to move towards the learning goal

Teacher Elicit (E)	Student Response (S)	Teacher Recognize (R)	Teacher Use (U)
Question	Individual	Affirm correct response	Individual Feedback
Teacher Talk	Group	Affirm incorrect response	Group Feedback
Discuss	Follow	Repeat Student Response	Question
Instruct	Written	Capture/Display	Guidance
Others	Demonstrate	Question	Others
Not captured	Student Question	Others	
	Others	Not captured	
	Not captured		

Classroom Observation of Formative Assessment (COFA)

ELICIT: Teacher elicits response/s from individuals to determine what student/s know and understand

0	
1	Teacher elicits responses to match a pre-conceived “correct” response.
2	Teacher elicits responses to identify the method or process used by the student/s
3	Teacher elicits responses to identify the mental model/ conceptual understanding of the student/s

USE (combined R and U): Teacher gives feedback based on student response.

0	
1	Teacher indicates if response is correct/ incorrect
2	Teacher gives information specific to the task or product
3	Teacher gives feedback about the main process used to understand/ perform the task
4	Teacher gives feedback focused at supporting the student to evaluate their own process



Teacher elicits response/s from the class to determine what student/s know and can do	0	
	1	Data collected can only be interpreted at class level (e.g., chants, self-report quiz totals)
	2	Teacher can identify individual responses from all class members

Levels of Formative Assessment Practices

Levels of formative assessment practices

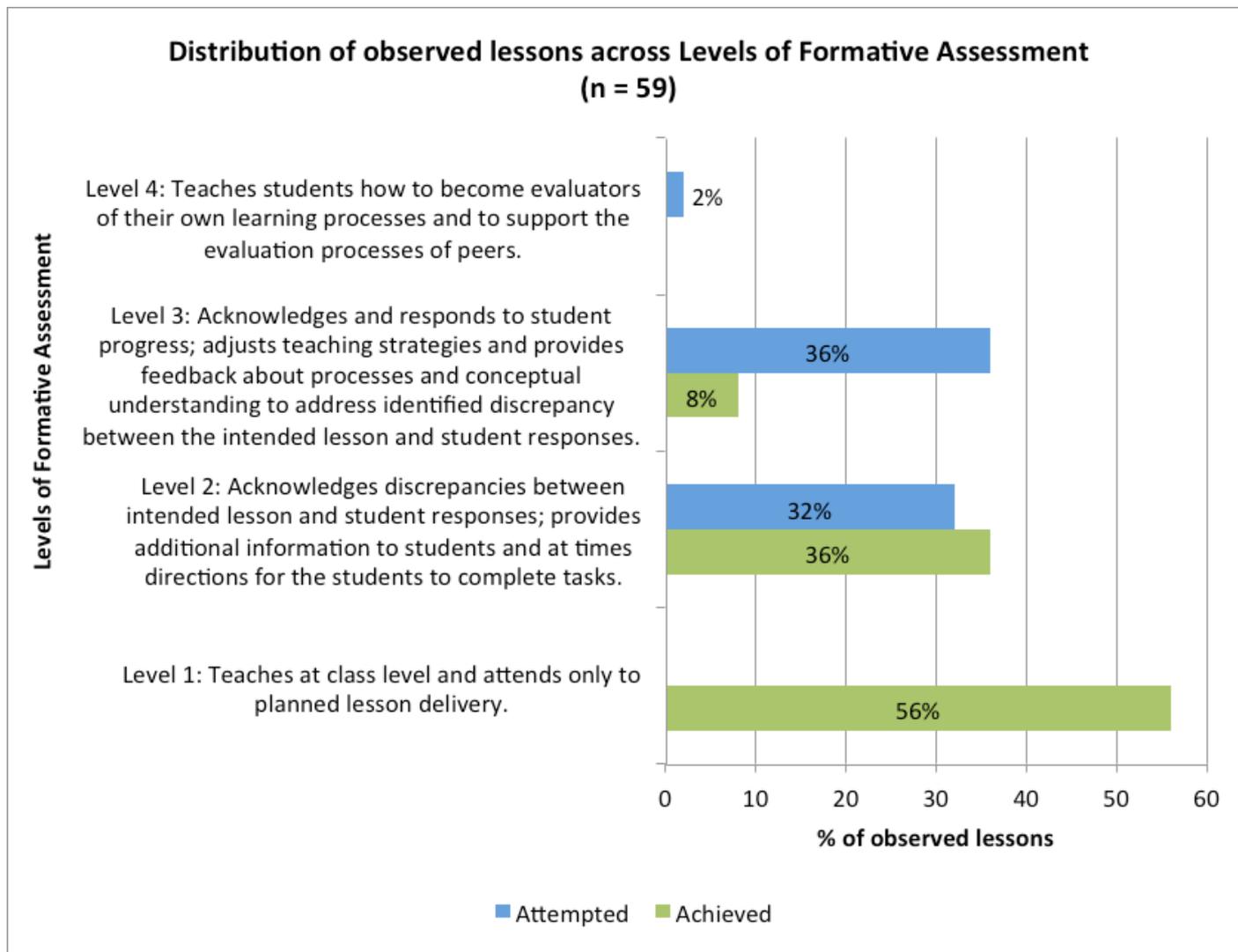
Level 1: Teaches at class level and attends only to prescribed lesson delivery; provides direction at times for the students to complete tasks

Level 2: Acknowledges discrepancies between intended lesson and student responses; provides additional information to students

Level 3: Acknowledges and responds to student progress; adjusts teaching strategies and provides feedback about process and conceptual understanding to address identified discrepancy between the intended lesson and student response

Level 4: Teaches students how to become evaluators of their own learning processes and to support the evaluation processes of peers

Levels of Formative Assessment



Levels and Strategies

Levels of formative assessment practices	Example Scenario
Level 1: Teaches at class level and attends only to prescribed lesson delivery; provides direction at times for the students to complete tasks	<ul style="list-style-type: none">• When student gives an incorrect response, teacher says to the student incorrect and calls on another student to answer.• When no students answer the question, the teacher answers the question and moves on.
Level 2: Acknowledges discrepancies between intended lesson and student responses; provides additional information to students	<ul style="list-style-type: none">• When student gives an incorrect response, teacher calls another student then reminds the class about the concept behind the task• When no one answers, teacher answers the question and reminds students how to get the right answer
Level 3: Acknowledges and responds to student progress; adjusts teaching strategies and provides feedback about process and conceptual understanding to address identified discrepancy between the intended lesson and student response	<ul style="list-style-type: none">• When student gives an incorrect response, teacher probes further to understand the level at which the student is operating and tries to address the misconception• When no one answers, teacher changes the question and tries to understand reason why students can't answer

References

- Black, P. & Wiliam, D. (2009) Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.
- DepEd (2015). Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program (DepEd Order No. 8, s. 2015). Manila: Department of Education, Republic of the Philippines.
- Ruiz-Primo, M. & Furtak, E. (2007). Exploring teachers' informal assessment practices and students' understanding in the context of scientific inquiry. *Journal of Research in Science Teaching*, 44(1), 57-84.