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BBTLED ICT 4-1

FORM 2 Assessing Student Activities: Product vs. Process

There are at least two ways of looking at student work. One involves the more traditional approach of assessing/evaluating the final outcome of any given assignment. This may involve recording test grades, final projects, daily papers and homework assignments. In this approach, the criteria for excellences are usually established and acceptable grades for passing or meeting minimum standards (which may vary for special-needs students are designed by the adults in schools. This product-oriented approach usually focuses on the quality of the correct answer. It often implies there is one right way to do a task or one right answer to the question.

Another way of assessing a student is by a process approach or by an ongoing assessment system. This kind of assessment is often based on a collection of student work such as a portfolio, an anecdotal reporting system by the teacher, or simply a daily check on student progress. The teacher focuses on what the student works and looks for patterns. The student is involved in this assessment process by critically evaluating their own work and by selecting samples of what they think shows growth.

For example, in the process approach, a good assessment of a math student's competence involves analyzing how the student solves problems instead of measuring how many problems the student solves. How the student learns becomes more important than what he/she produces in a test. Consequently, many solutions may be acceptable and creativity and divergent learning are promoted. Since the focus of assessment is on the process, in some cases there may never be a final completed paper to grade. Assessment becomes part of the learning process itself. Many classrooms are using an electric approach that involves both the process and the product. Discuss how you assess your students.

How do you balance these two approaches?

- Students do their role as their teacher were given to them a specific task or activity, they engage in process that aim to enjoy the process of making and doing their specific task. Some of the students keep balancing their work and studies. They ensure that doing specific work can make their surround be more convenient. Their skill is in being able to provide their knowledge, as well as their studies. By the end of the semester or quarter, students will be able to observe their progress.

Have your field study students reviewed all assessment practices discussed in education courses prior to the practice teaching?

- Yes, because they can see from themselves throughout their progress.

SHARE YOUR PHILOSOPHY AND PRACTICAL STRATEGIES FOR THE FOLLOWING

1. How do you score student papers, projects, and written assignments? Are there certain procedures to follow? Explain.

- Yes, there are always a step-by-step procedure on how to calculate their score and written output. For me I used Microsoft Excel to compile all of their works as well as the activity.

2. When scoring written assignments or student projects using a holistic rubric, how do you set criteria? What do you look for? Who is it different from traditional scoring of written assignments and student projects?

- Students' idea is a pre-determined set of goals and objectives on which to base an evaluation. It will be based on the question that the teacher was given to them.

3. How do you assess cooperative learning projects? Should these be assessed?

- students working together cooperatively to achieve a learning outcome. While working together, students help one another learn material while developing social skills as they work toward a common goal. Assessing through these cooperative learning subject will help them to improve themselves and continuous growth.

4. How do you assess laboratory work, experiential projects, performances, outcome-based learning, and extra credit per enrichment work?

- With the help of the teacher together with the student teacher it will create the summative assessment based on the objectives of the cooperative learning activity. The assessment will ensure both positive interdependence and individual accountability. The teacher will also prepare an observation form to effectively track specific content and behavioral actions. She will decide on these actions based on the objectives of the activity and the needs of the students.

5. How can a variety of assessment strategies co-exist in one classroom? What do students need to know before a teacher uses various assessment strategies?

- Teaching-learning process is a multi-dimensional task that requires the application of various assessment strategies. To effectively measures the effectiveness of instruction, teachers can give test to measure the learning achievements of the students . Thus, I can say that variety of assessment strategies co-exist in one classroom. The teacher should give clear instruction to all students to make the desired skill to be measured, be valid and reliable.