



Philippine Educational Measurement and Evaluation  
Association, Inc. (PEMEA)  
Assessment 4.0 Webinar Series

# Welcome to the PEMEA's 3rd webinar!

Our webinar will start at exactly  
10:00 AM.

Please know you can access the Q & A to  
indicate your presence in the webinar.

You can write your name and affiliation so  
everyone attending this webinar would  
be able to recognize your presence.

Thank you.

## DESIGNING STUDENT-CENTERED ASSESSMENT IN FLEXIBLE LEARNING

May 29, 2020

10:00 AM to 12:00 NN







**Philippine Educational Measurement and Evaluation  
Association, Inc. (PEMEA)  
Assessment 4.0 Webinar Series**

## **DESIGNING STUDENT-CENTERED ASSESSMENT IN FLEXIBLE LEARNING**

May 29, 2020, 10:00 AM to 12:00 NN

### **SPEAKERS**



**Dr. Richard DLC Gonzales,  
PEMEA Founding Chairman  
and President**



**Dr. Marilyn Ubina-Balagtas  
PEMEA Current President**



# About the Speaker



**Dr. Richard DLC Gonzales,  
PEMEA Founding Chairman  
and President**

**Dr. Richard DLC Gonzales** is a SEAMEO Fellow on Student Assessment and an accomplished global education professional with wide-ranging international operations and policy experience working at the country level in Asia-Pacific, Middle East, and Africa, and with global initiatives. He has strong track record in leading international teams and analytical work, setting innovative and strategic directions, program design, portfolio management, and managing complex education and social sector projects, especially in the area of student learning assessment, teacher development, monitoring, and evaluation. He is a former Senior Education Specialist of the World Bank and Associate Professor of Psychology and Education at the De La Salle University in Manila, Philippines. He is a licensed Psychometrician and certified assessment psychologist with extensive experience working with international and multi-lateral organizations in low-, middle- and high-income countries. He completed a Ph.D. in Education, major in Research, Evaluation and cognates in Psychology, and Master of Science in educational measurement, and evaluation, and graduate diploma in cognitive psychology. At present, he is the Chief Executive Advisor of the Inno-change International Consultants, Inc., an innovative solutions provider and project management specialist for international projects funded mostly by the Asian Development Bank, the World Bank, and UN agencies.



# About the Speaker



**DR. MARILYN UBIÑA-BALAGTAS** is a University Professor at the Philippine Normal University teaching courses on educational assessment, evaluation, and research from undergraduate to doctoral level in face-to-face and online modality. She has been a Dean of PNU College of Flexible Learning and ePNU. She finished her Doctor of Philosophy with specialization in Research and Evaluation at the University of the Philippines. She has been awarded a post-doctoral fellowship for Leadership in Research by the University of New England, Australia for her projects as the Inaugural Director of the Philippine National Research Center for Teacher Quality (RCTQ) that has led the development of the Philippine Professional Standards for Teachers (PPST). She is currently the President of the Philippine Educational Measurement and Evaluation Association (PEMEA), Inc.



# **Designing a Student-Centered Assessment in Flexible Learning (Part 1: Concepts, Principles and Process)**

**Presented this May 29, 2020 from 10AM to 12 NN  
via Microsoft Live**

**Hosted by PEMEA and Amicus Koi Solutions  
With the sponsorship of ALCU and Rex Group of Companies, Inc.**

**MARILYN UBIÑA-BALAGTAS, PhD**

**President, Philippine Educational Measurement and  
Evaluation Association, Inc. (PEMEA)**

**University Professor, Philippine Normal University**

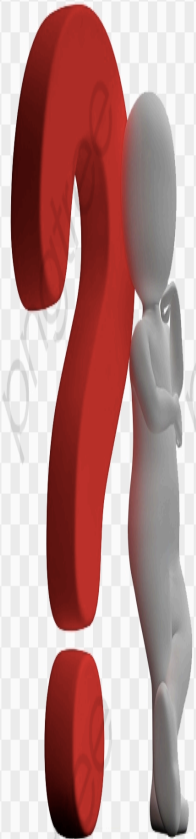
**[balagtas.mu@pnu.edu.ph](mailto:balagtas.mu@pnu.edu.ph); mobile # 09209532926**



## Session Target Outcome:

The participant should be able to plan a student-centered assessment in a flexible learning.

***Let's test your prior knowledge about the topic.***





# Online Test of Prior Knowledge

forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&lang=en-US#FormId=gQjmePgS60ekhRMjvswkIOFfIObQTzZKhFoWPY11ox5UNkFMM0R... Incognito

Forms Test of Prior Knowledge on Student-Centered Assessment in Flexible Modality - Saved ? MB

Preview Theme Share

Questions Responses

## Test of Prior Knowledge on Student-Centered Assessment in Flexible Modality (15 Points)

This short quiz will enable the lecturer to assess what you already know about student-centered as flexible learning. The result of this assessment is not graded but necessary to be taken to help the design her session based on your existing knowledge of the topic. Please answer this as honestly as

1. Who sets the learning objectives in a student-centered assessment in a flexible learning environment? \* (3 Points)

Send and collect responses

Anyone with the link can respond

Recipients can scan the code on a phone or tablet to access the form.

Download

Share as a template

+ Get a link to duplicate

Share to collaborate

<https://tinyurl.com/ya5fokf7>



# Online Test of Prior Knowledge

Points: 15/15

1. Who sets the learning objectives in a student-centered assessment in a flexible learning environment? \*  
(3/3 Points)

- ☐ A. The teacher being an authority of instruction.
- ☐ B. The learners as they are mature enough to decide for themselves.
- ☒ C. It depends on the level of maturity of the learner. ✓

This is the best answer. This option allows students' involvement in setting the goals for instruction based on their needs. This is usually practiced by the teacher's articulation of what is desired or essential for instruction considering the different needs, situations or constraints of the learners. This means that the desired targets of instruction should be set at the start so it could be reviewed if realistically attainable to the learners.

- ☐ D. I have a different answer that I prefer to just type in the Q & A.

2. Who sets the learning strategy in a student-centered assessment in a flexible learning environment? \*

<https://tinyurl.com/ya5fokf7>



## Session Target Outcome:

The participant should be able to plan a student-centered assessment in a flexible learning.

Let's study the results of your prior knowledge on the topic.

1. What makes assessment student-centered?
2. How do we design a student-centered assessment in a flexible learning?



# Paper-based Test of Prior Knowledge

What makes assessment student-centered in a flexible learning environment?

Choose the number that you think indicates what a student-centered assessment is in a flexible learning environment.

1. Learning objectives are set by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

2. Learning strategy is set by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

3. Assessment of learning is designed by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.





What does it mean if you chose an answer close to 1?

**What makes assessment student-centered in a flexible learning environment?**

Choose the number that you think indicates what a student-centered assessment is in a flexible learning environment.

1. Learning objectives are set by the:

teacher ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

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teacher ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

3. Assessment of learning is designed by the:

teacher ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

You see your students very teacher-reliant. They do not know yet what is essential for them to survive in the future. They need guidance from mature individuals to acquire the needed knowledge, skills, attitudes and values.





# What does it mean if you chose an answer close to 7?

## What makes assessment student-centered in a flexible learning environment?

Choose the number that you think indicates what a student-centered assessment is in a flexible learning environment.

1. Learning objectives are set by the:

teacher 1 2 3 4 5 6 7 learner.

2. Learning strategy is set by the:

teacher 1 2 3 4 5 6 7 learner.

3. Assessment of learning is designed by the:

teacher 1 2 3 4 5 6 7 learner.

You see your students very self-reliant. They already know what is essential for them to survive in the future. They are mature enough to decide on how to acquire the needed knowledge, skills, attitudes and values to enjoy a happy, healthy, and productive life.





# What does it mean if you chose an answer at the middle or 4?

## What makes assessment student-centered in a flexible learning environment?

Choose the number that you think indicates what a student-centered assessment is in a flexible learning environment.

1. Learning objectives are set by the:

teacher 1 2 3 4 5 6 7 learner.

2. Learning strategy is set by the:

teacher 1 2 3 4 5 6 7 learner.

3. Assessment of learning is designed by the:

teacher 1 2 3 4 5 6 7 learner.

You cannot decide right away as you need to know what your students bring in the classroom before you could design an instruction that matches with where they are and what their needs are. Some might still be teacher-reliant while others might already be self-reliant. If you chose this, you need then to provide differentiated instruction for flexible learning. Then assessment should adjust based on the modality of instruction given to the learners considering what was agreed upon as essential not only to one but to all learners in the grade.





# What do we do as teachers if the students in our class are in different stages in **1 to 7**?

## What makes assessment student-centered in a flexible learning environment?

Choose the number that you think indicates what a student-centered assessment is in a flexible learning environment.

1. Learning objectives are set by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

2. Learning strategy is set by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.

3. Assessment of learning is designed by the:

teacher ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 learner.



Make your assessment needs-based to be student-centered.



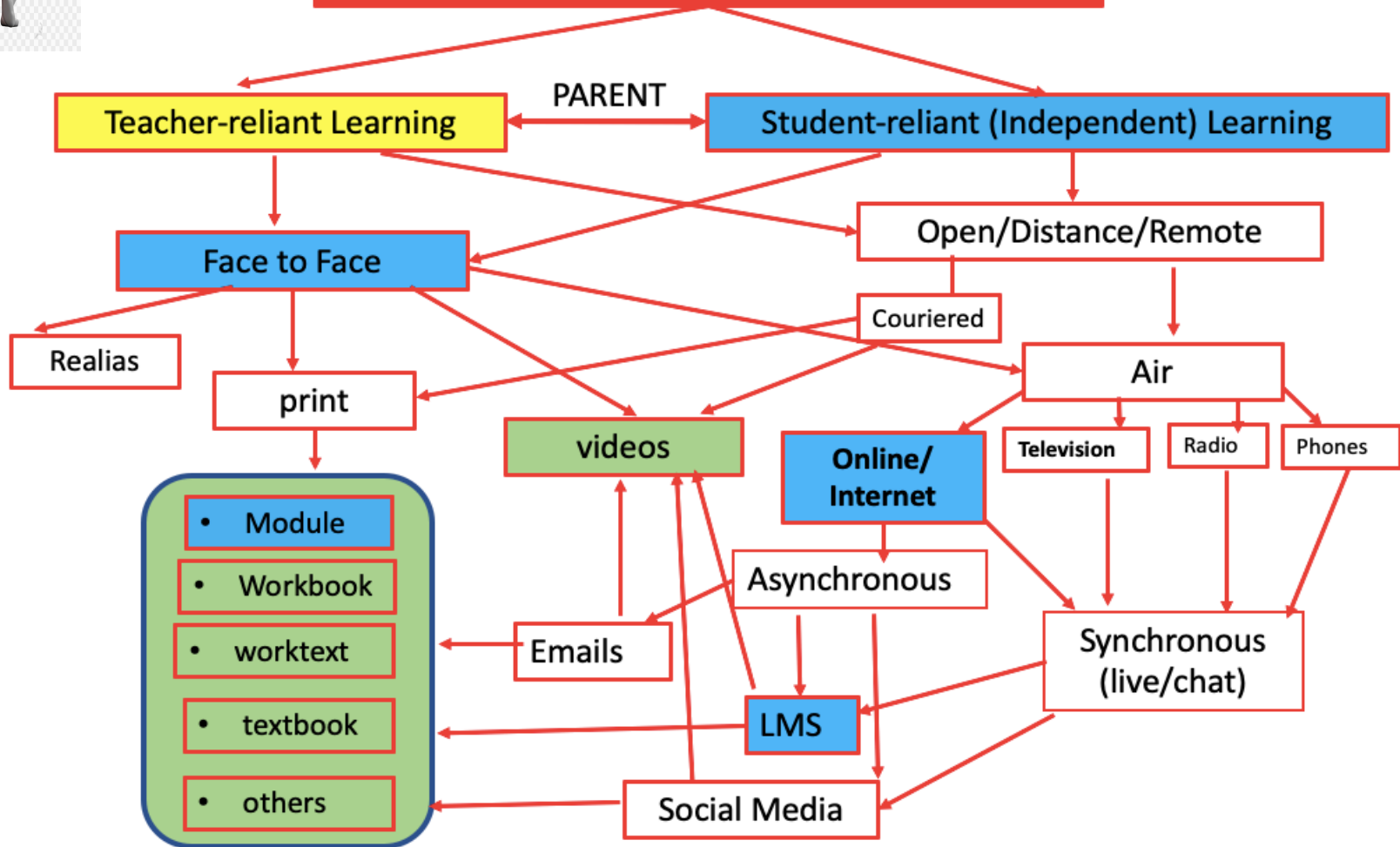
Provide different options as to how the students could be assessed for a given target based on agreed-upon standards considering the resources they were exposed to during instruction.





# How is instruction designed in a flexible learning environment?

## Flexible Student Learning Environment



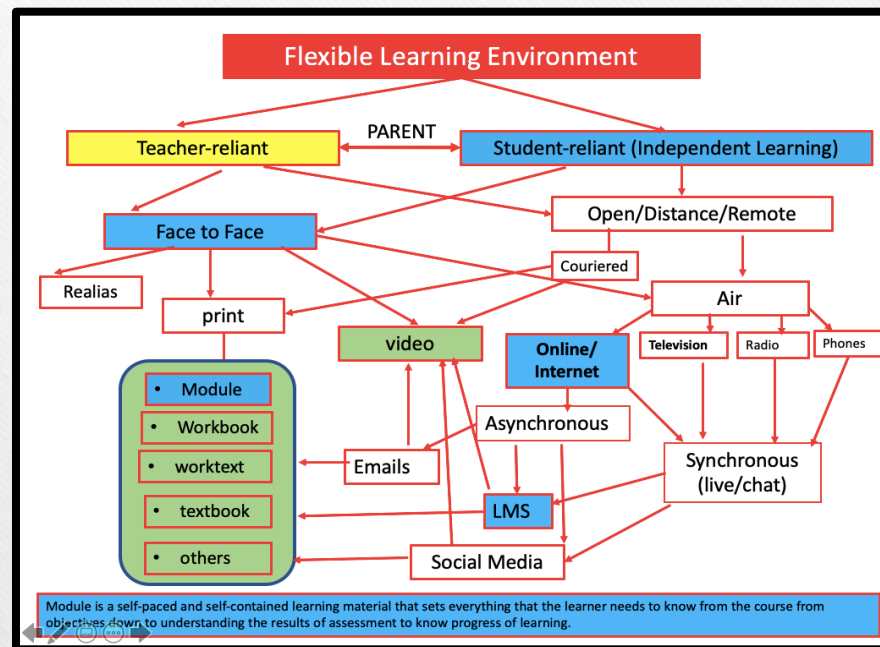
Module is a self-paced and self-contained learning material that sets everything that the learner needs to know from the course from objectives down to understanding the results of assessment to know progress of learning.



# How to Design a Student-centered Assessment in a Flexible Learning

Curriculum

Instruction



Assessment





# Which between the two routes is easier for you?

List all the essential knowledge, skills, attitudes and values that the students in the grade should acquire to live happily, healthy, productive and safe . e.g MELCs <http://www.bit.do/MELCs2020>

Do you have time to pre-assess what the learners need among these essentials in their grade?

Yes

Administer a pre-assessment whether commercialized or teacher-made that captures the essentials and the available resources of the learners.

Design learning approach and modality that matches learner needs and resources among the essentials as revealed by the pre-assessment.

No

Design differentiated instruction and flexible modalities to acquire the essentials.

**Assess learners based on agreed-upon standard for what is set as essential to the learners in their grade.**





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Source: Department of Education courtesy of Ms. Bernadeth Daran in her FB Post



# Which between the two routes is easier for you?

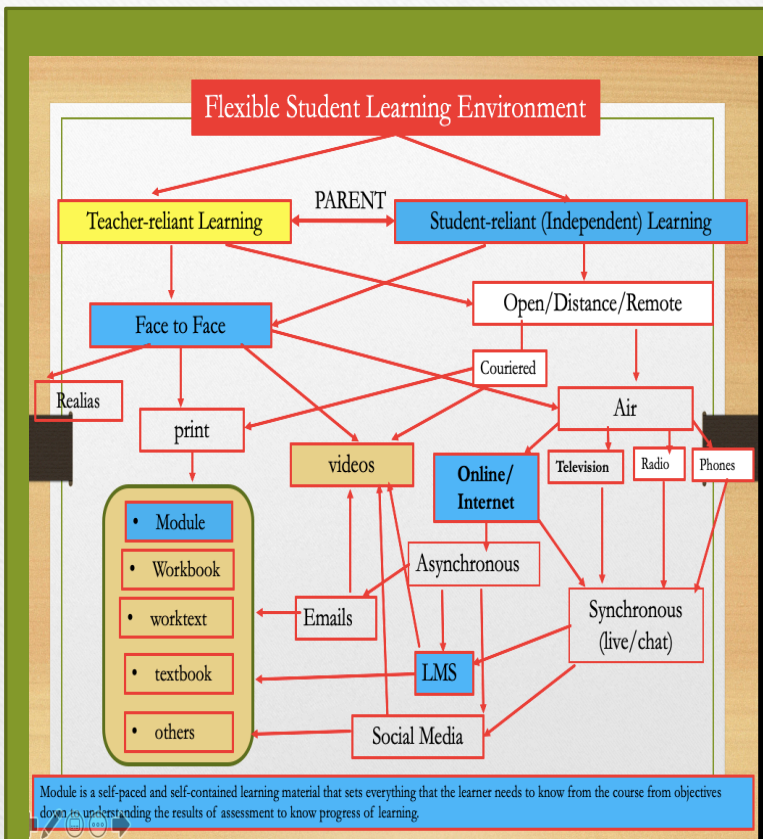
List all the essential knowledge, skills, attitudes and values that the students in the grade should acquire to live happily, healthy, productive and safe . e.g MELCs <http://www.bit.do/MELCs2020>

Assess what the learners need among  
Essentials in their grade?

No

Design differentiated instruction  
and flexible modalities to acquire  
the essentials.

Assess learners based on agreed-  
upon standard for what is set as  
essential to the learners in their  
grade.







# Which between the two routes is easier for you?

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No

Design differentiated instruction and flexible modalities to acquire the essentials.

Assess learners based on agreed-upon standard for what is set as essential to the learners in their grade.





How do we design a student-centered assessment in a flexible learning environment?

Test

Task

Portfolio

**Assess**  
consider all  
appropriate  
approaches  
and flexible  
modalities

**Essential  
Competencies  
in the Grade**

Do the  
students  
have  
them  
now?

Yes to  
all

Yes to  
some

No to  
all

**Instruct  
based on  
their  
needs and  
possible  
modality  
given their  
resources**

Home-based  
face-to-face

Home-based  
online

School-based  
face-to-face

Workplace-based

Couriered

Technology/  
Phone-aided

Others





# What is assessment?

In education, **assessment** is the process of gathering and organizing **quantitative** and qualitative indicators or evidences of learning as basis for **decision making**.



**Measurement**



**Evaluation**



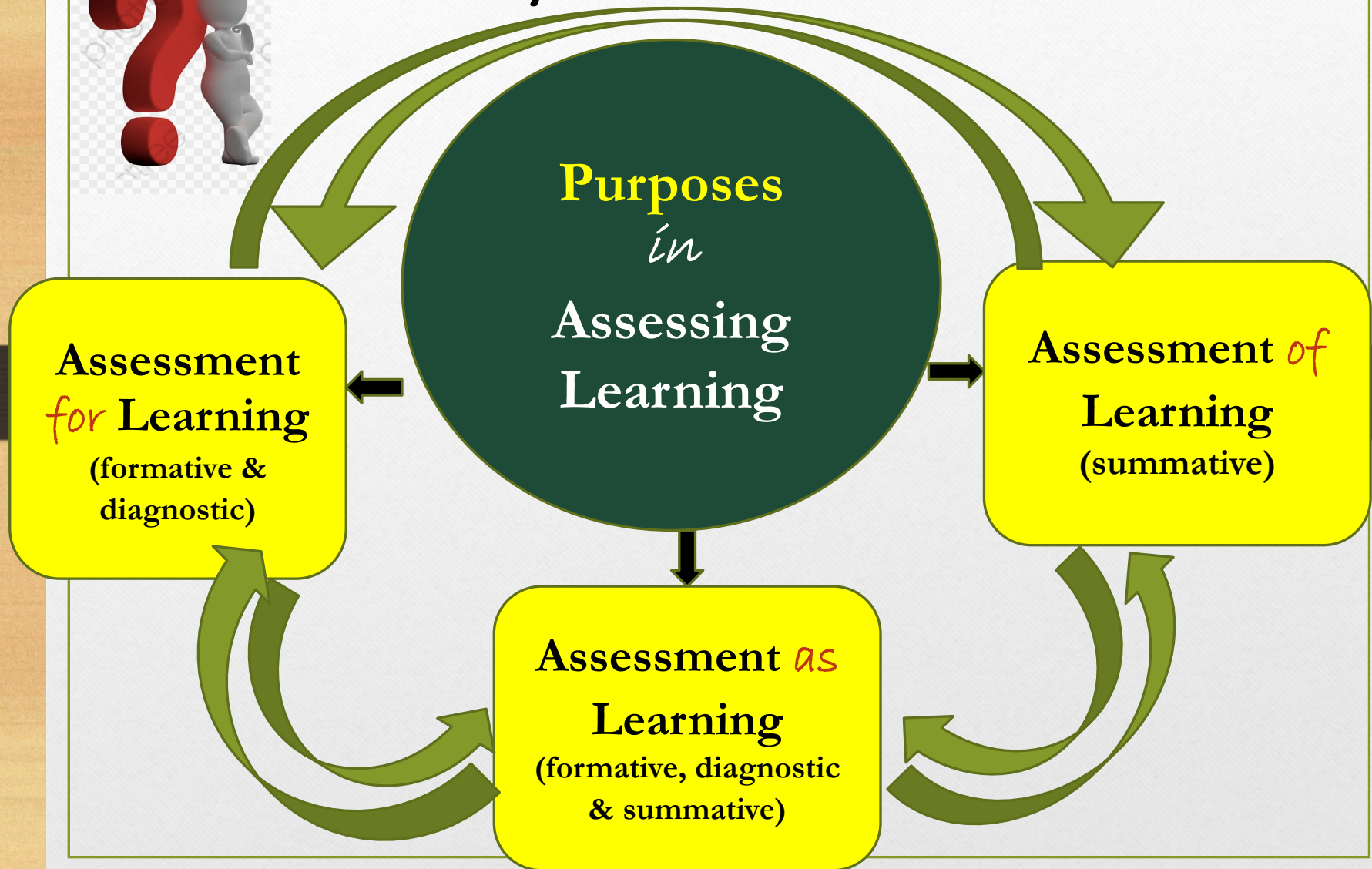


# What do we assess?





# Why do we assess?







# How do we assess?

## Guiding Principles in Assessing Learning

Purpose-driven

Valid

Reliable

Authentic

Fair/  
Inclusive

Practical

Ethical

Balanced

Holistic

Continuous





# How do we assess?



**Traditional**



**Portfolio**



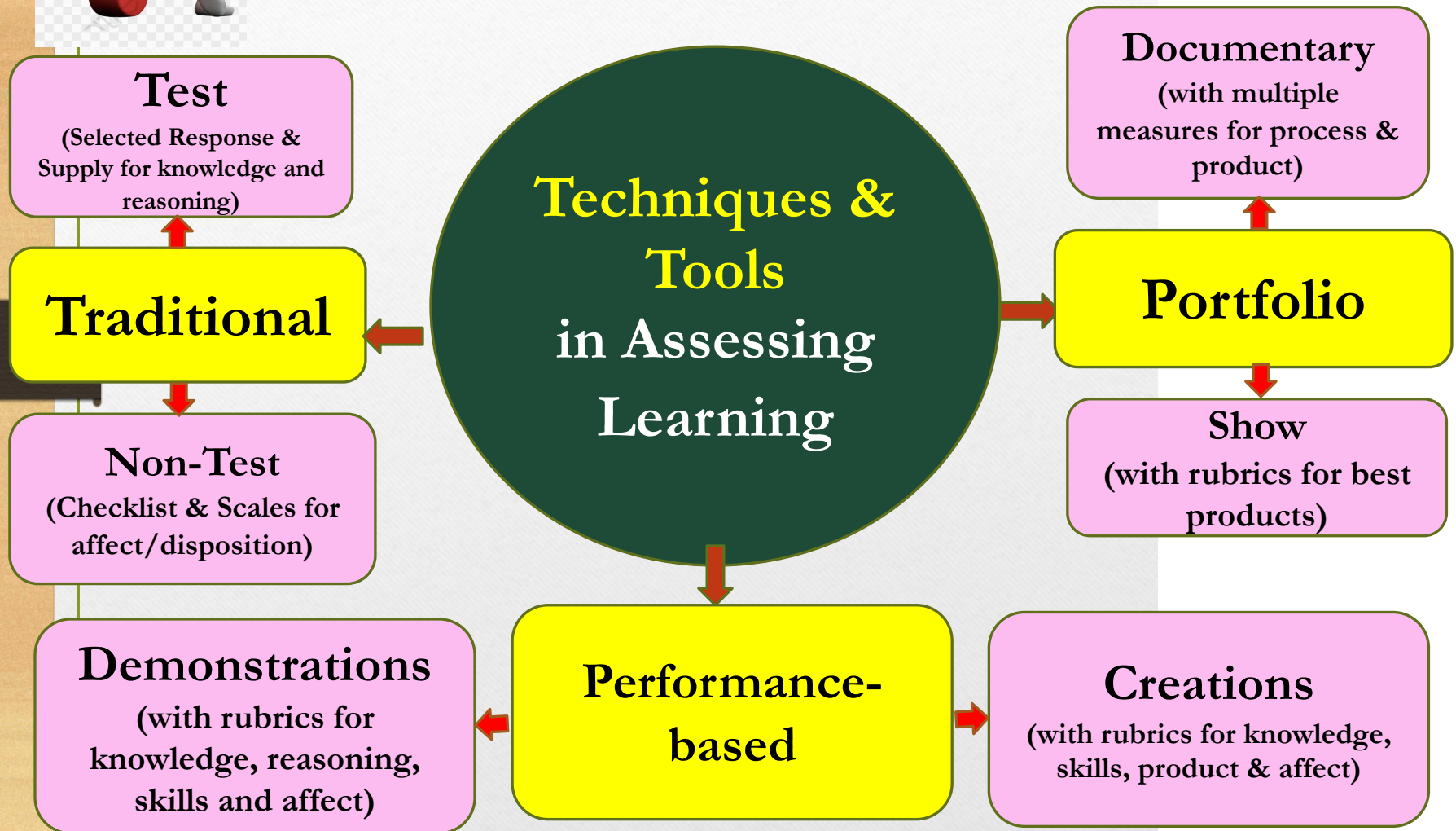
**Performance-based**







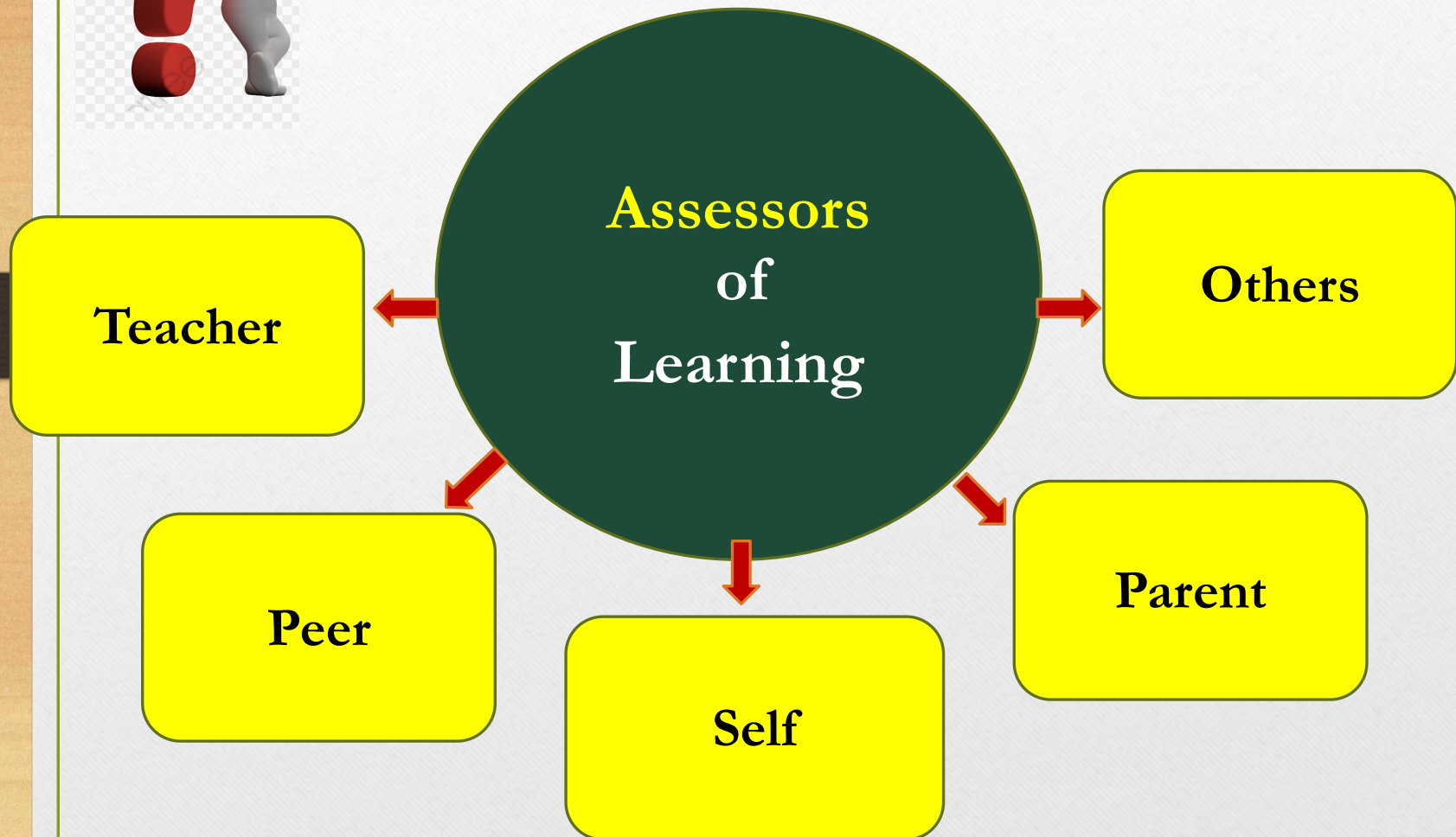
# How do we assess?







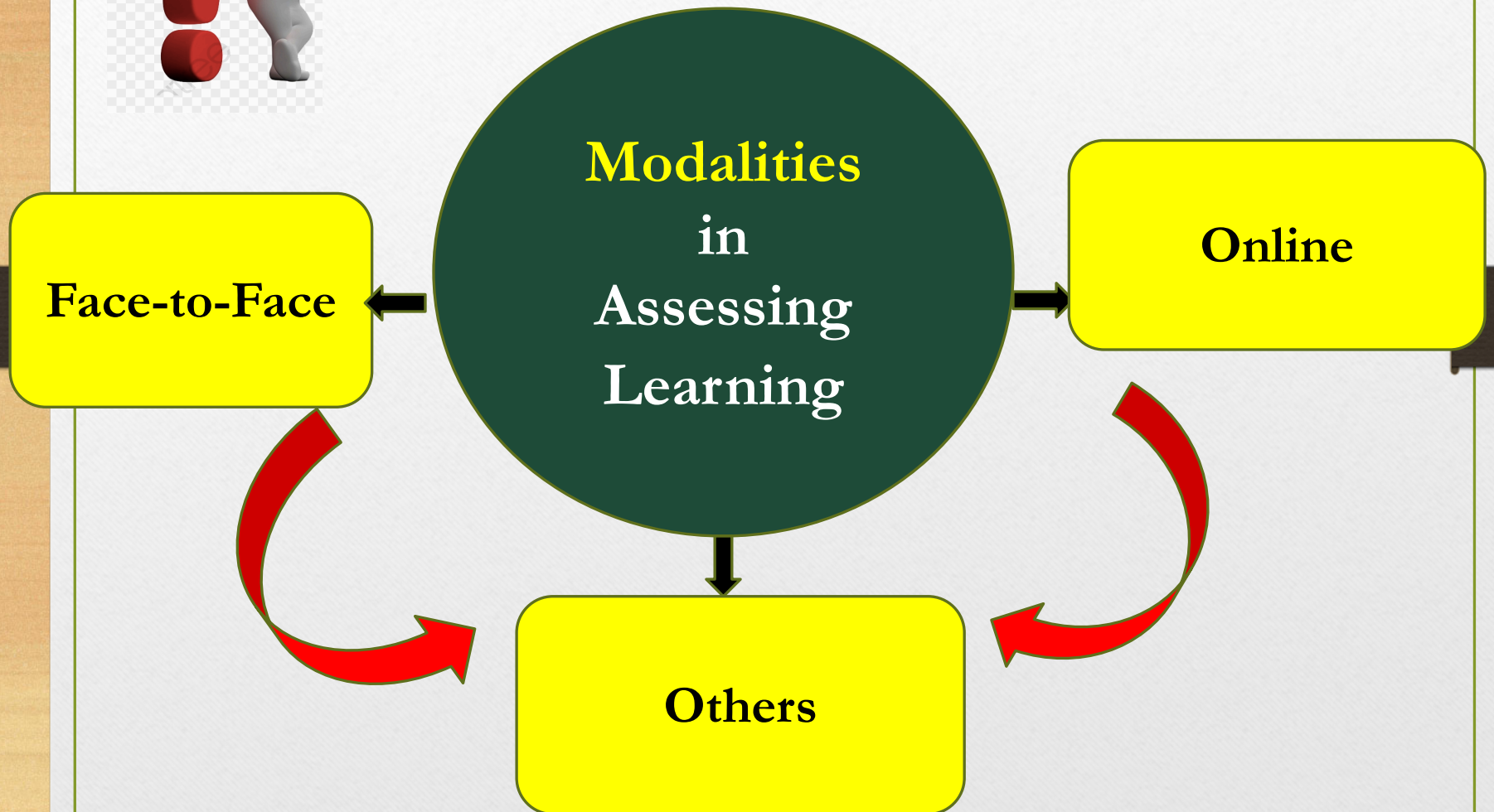
# How do we assess?







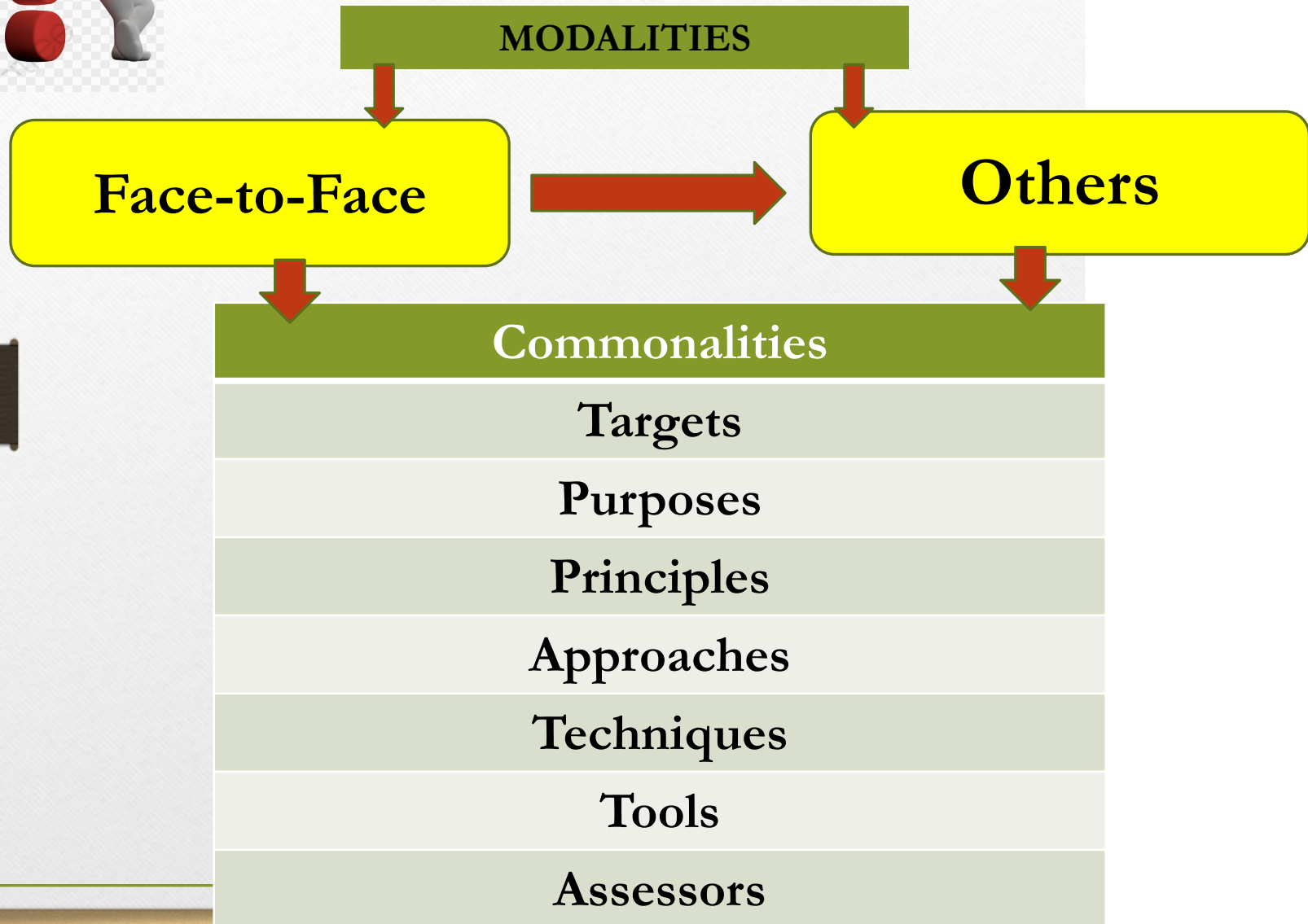
# How do we assess?







# How do we assess?





# Thank you!

## Note:

If you are interested to use this material or quote anything from it, please cite the source as:

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