# Definition of terms

War, Intelligence

Definition of Terms Assessment — is the process of determining the extent by which the instructional objectives outcomes have been achieved or not by the learners. Assessment of student learning plays a very vital role to every teacher. It can be done by test, interview, observation, etc.. Alternative Assessment — is a form of student performance grading that allows for a more holistic approach to student assessment. Students are enable to provide their own responses rather than simply selecting from a given list of options. It can also encompass a portfolio of work to represent an entire use of concepts, similar to the way a traditional final examination is intended to be a cumulative demonstration of material learned over a given time period. Conventional — also called traditional. Assessment tools evaluate what skills student can perform with success. They are generally knowledge-based, versus hands-on or performance based. They include traditional types of test like multiple-choice, short answer essays or constructed responses, and standardized tests such as those districts administer to all students. Authentic Assessment — is a form of assessment in which student are asked to perform a real-world tasks that demonstrate meaningful application of essential knowledge and skills. It is the most sensible, useful and credible forms of measurement for the fields of education and job placement. Objective — or desired learning outcome. Is a clear statement of what the teacher would like the learners to accomplish at the end of the instruction. Evaluation — is an interpretation of what has been measured, giving meaning by the value judgment or criteria. Measurement — it is a quantitative description of students' performance, attributes or characteristics. Testing — is the process of administering a test for trial. It is

a tool of test. CLASSIFICATION OF ASSESSMENT TOOLS CONVENTIONAL Sample quiz I. Identify the following whether it is an acid or a base. Fill in the table with the correct data II. 1. Urine 2. Blood 3. Calamansi juice 4. Shampoo 5. Salt 6. Redhorse 7. Coconut Water 8. Toothpaste 9. Softdrinks10. Seawater | Red litmus Paper | Blue litmus Paper | Acid or Base | | | | | ALTERNATIVE I. Classify the following types of computers according to their size by putting them in their respective circles. SUPERCOMPUTER MAINFRAME COMPUTER MINICOMPUTER WORKSTATION MICROCOMPUTER LAPTOP/NOTEBOOK TABLET PC PALMTOP/HANHELD COMPUTER SMALL SIZED COMPUTER MEDIUM SIZED COMPUTER LARGE SIZED COMPUTER II. Classify the types of computers according to their power. (Refer on the list in I) LESS AVERAGE GREAT III. Classify the types of computers according to their purpose. (Refer on the list in I) GENERAL PURPOSE SPECIAL PURPOSE Section: Group No.: Date: Type of Computer | Size | Speed | Power | Purpose and other Features | 1. | Large | Fast | Great | Special purpose; Used by universities, government agencies and large businesses | 2. | Large | Less Fast | Less Great | special purpose; Used in large organizations | 3. | Large | Average | Average | General purpose; multi-user computer capable of supporting up to hundreds of users simultaneously; found in mid-sized manufacturing companies and legal accounting firms | 4. | Medium | Average | Great | Special purpose; single-user computer; used for engineering applications (CAD/CAM), desktop publishing, software development, and other types of applications | 5. | Small | Average | Less | General purpose; single-user computer based on a microprocessor; computers for word processing, accounting, desktop publishing, and for running spreadsheet and

database management applications | a. | Small | Fast | Less | | b. | Small | Average | Less | | c. | Small | Average | Less | | AUTHENTIC ASSESSMENT Personal Information: Name: Lovella H. Padios Age: 26 Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: September 1, 1986 Address: Alfelor Street, Passi City, Iloilo Department: Technology and Livelihood Education Position: Secondary Teacher I Subject Taught: TLE II — Computer TLE III — Computer Grade IV — ICF Educational Attainment: Tertiary: Western Visayas College of Science and Technology Degree: Bachelor of Secondary Education major in TLE (Technology and Livelihood Education) Secondary: Passi National High School Dorillo St. Passi City, Iloilo Elementary: Man — it, Central Elementary School Brgy. Man - it, Passi City, Iloilo Awards Received: Cum laude Best Student Teacher Demonstrator Shop First Honor LESSON PLAN I. Objectives At the end of the lesson, the students should be able to: 1. Identify the different parts of computer and its function. 2. Appreciate the importance of following the practical Do's and Don'ts in setting up personal computer. 3. Attaché peripheral devices to personal computer. II. Subject Matter: Set up Personal Computer Reference: Materials: Hand — outs and personal computer III. Procedure: A. Preparation 1. Prayer 2. Checking of attendance 3. Review (Question and answer) * What are the things that can harm the computer 4. Motivation (Question and answer) * Have you ever attached peripheral devices to personal computer? B. Presentation Our lesson is about attachment of peripheral devices to personal computer C. Discussion Refer to hand — outs D. Generalization 1. Is it important to follow the tips on how to set a personal computer? Why? E. Application Students will attach the

peripheral devices to personal computer IV. Evaluation Refer to test notebook (Written test) V. Agreement Students will study their lessons. Be ready for grades recitation next meeting. Prepared by: LOVELLA H. PADIOS SST - I Checked by: MA. BELINDA P. PACIENTE TLE Coordinator 1. Among the different authentic tools, which one do you often apply use? Performance test/hands on 2. In your opinion, which assessment tool assesses student ability? Performance test 3. What are your experiences regarding the use of authentic assessment? Needs more time to check student's activity in their hands on test and lack of computer units for the students to do their activity. 4. What are the benefits you experienced on the use of authentic assessment? Students are active when it comes to hands — on activity. Students are learning well when there is application. 5. Have you ever encounter challenges in using authentic assessment? What are those? Yes, I was challenge to acquaint myself to the different authentic tools in order to improve teaching and learning. 6. What can you say to future/hopeful teachers regarding the implementation of assessment in their teaching? Teachers must use the authentic tools that can enhance the student's ability wherein the students can apply what they have learned. There should be an actual performance because learning is useless without application. 7. Example of rubric used. Speed ------------------- 20% Content ----------------- 40% Accuracy ---------------- 30% Over-all output --------- 10% 100% Lovella Padios Personal Information: Name: Jo — Ann P. Belga Age: 40 years old Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: November 3, 1971 Address: Villa Trinidad, Passi city, Iloilo Department: Science and Technology Position: Secondary Teacher I Subject

Taught: Biology Educational Attainment: Tertiary: Iloilo State College of Fisheries (Barotac Nuevo) Degree: Bachelor of Secondary Education major in Biology Secondary: Elementary: Awards Received: Most Outstanding Student Teacher LESSON PLAN Main Topic: Reproduction and Social Issues Sub Topic: Rapid Population Growth Using the chosen prior knowledge, alternative conceptions and/or tentative ideas (TI) related to the (EQ) essential question as starting focal points of investigation, learners shall: A. Give some implication of rapid population growth Main Ideas: While population growth is at times a beneficial thing for a species, there are many factors that define when growth becomes detrimental. When population growth becomes faster than the ecosystem natural resources can support there is a great chance that the content productive level has been reached. The most accurate index is the balance between population and sustainability. (Suggested strategy: Debate or Role playing) (Suggested activities: Learners discuss potential issues associated with the worlds growing population) B. Birth Control Main Ideas: Family planning involves decision mode by women 1. Among the different authentic tools, which one do you often apply use? Assign to students the different tools that elicit demonstration of knowledge and skills in ways that they are applied in the " real world. " 2. In your opinion, which assessment tool assesses student ability? There are tests, performance task test, culminating projects or performance. 3. What are your experiences regarding the use of authentic assessment? Using the authentic tools, I was able to determine the degree of mastery of proficiency according to achievement targets. 4. What are the benefits you experienced on the use of authentic assessment? Realization that students " real world" could add new

knowledge and understanding to teachers, thereby facilitate a better teaching learning process. 5. Have you ever encounter challenges in using authentic assessment? What are those? Field interview and culminating project. 6. What can you say to future/hopeful teachers regarding the implementation of assessment in their teaching? They should bear in mind that assessment should be done have on the desired target. They maybe in diagnostic, formative or summative forms. Jo — Ann Belga SST - 1 Personal Information: Name: Marni Hamili Bunda Dieron Age: 26 Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: February 10, 1986 Address: Alfelor Street, Passi City, Iloilo Department: Technology and Livelihood Education Position: Secondary Teacher I Subject Taught: ICT II ICT III ICT IV ICF (Internet and Computing Fundamentals) Educational Attainment: Tertiary: West Visayas State University — Main Campus Degree: Bachelor of Science in Biological Sciences Secondary: Oton National High School Elementary: Oton Central Elementary School LESSON PLAN I. OBJECTIVES: 1. Classify computers according to size, 2. Classify computers according to power; 3. Classify computers according to purpose; 4. Explain types of microcomputers; 5. Differentiate types of microcomputers; 6. Enumerate types of computing devices; 7. Discuss types of computing devices. II. SUBJECT MATTER Different Types of Computers A. Instructional Materials: Personal Computer, whiteboard, different computer technologies, pictures of different types of computers, whiteboard marker/eraser III. PROCEDURE A. Motivation * Are you familiar with the different types of computers? * Did you know that there are certain computers which can be as big as the room we are in right now? *

Microcomputers are increasingly spreading all around us. With their increasing numbers, can you differentiate one from the other? B. Presentation * Today we are going to recognize the different types of computers and classify them according to their sizes, power and purpose. * Also we are going to dig more about microcomputers and also other types of computing devices that are now being used. C. Discussion * Refer on teacher's copy of hand out D. Generalization * Can you add other devices, which were not mentioned, that can be considered as also as a type of computer? E. Application * Students classify the types of computers according to size, power and purpose in a table. * Students differentiate one microcomputer to another and explain their difference and enumerate the different computing devices and able to discuss them with their fellow classmates. IV. EVALUATION A. Oral Recitation B. Group Activity V. AGREEMENT * Read in advance on Types of Input Devices. Prepared by: MARNI HAMILI B. BUNDA-DIERON SST — I Checked by: MA. BELINDA P. PACIENTE TLE Coordinator 1. Among the different authentic tools, which one do you often apply use? The authentic tool that requires application 2. In your opinion, which assessment tool assesses student ability? Ay assessment tool can assess students' ability depending on the type of intelligence he possesses. What's important is to give the type of assessment suited to the student's intelligence. 3. What are your experiences regarding the use of authentic assessment? Using authentic assessment makes me think more creative method to make the assessment meaningful and fun at the same time the teacher's ability to assess the student's intelligence is tested. 4. What are the benefits you experienced on the use of authentic assessment?

It is usually reflects on how a student understand or interpret the lessons given. It proves that no students have " tabula rasa". Also authentic assessment helps you to learn more of your students' ability and gears them into applying what they learned to real — life situations. 5. Have you ever encounter challenges in using authentic assessment? What are those? Yes. The lack of materials/equipment sometimes hinders the implementation of authentic assessment. There also times or situations that the authentic assessment required is not suitable to the student's capability. 6. What can you say to future/hopeful teachers regarding the implementation of assessment in their teaching? In the implementation of assessment, always put into priority the type of student one has. Implementation of assessment should always depend on their limitation and should always bring out the best in them. Marni Hamili Bunda Dieron Personal Information: Name: Jolly Aguirre Age: Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: Address: Department: Science and Technology Position: Secondary Teacher I Subject Taught: Biology Educational Attainment: Tertiary: Degree: Secondary: Elementary: Awards Received: 1. Among the different authentic tools, which one do you often apply use? Paper and pen tests 2. In your opinion, which assessment tool assesses student ability? Paper and pen tests, use of activity sheets in science subjects for laboratory activities. 3. What are your experiences regarding the use of authentic assessment? 4. What are the benefits you experienced on the use of authentic assessment? For me, using authentic assessment is the best way to rate students objectively, at the same time it is easier to compute their grades for the different components using authentic

assessment. 5. Have you ever encounter challenges in using authentic assessment? What are those? 6. What can you say to future/hopeful teachers regarding the implementation of assessment in their teaching? Assessment is very important because it measures the strengths and weaknesses of the students. It is very important to immediately inform the students the results of the assessment since it also serves as a motivation to improve more. 7. Example of rubric used. DESCRIPTION | RATING | POINTS EARNED | The students complete all important components of the task and communicate ideas clearly. The students demonstrate in depth understanding of the relevant concepts and/or processes. | EXCELLENT/OUTSTANDING | 4 | The student complete most important components of the task and communicates clearly. The students demonstrate understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details. | VERY SATISFACTORY | 3 | The students complete some important components of the task and communicate those clearly. The students demonstrate that there gaps in their conceptual understanding. | SATISFACTORY | 2 | The students show minimal understanding. Unable to generate strategy or answer may display only recall, lacks clear communication. | NEEDS IMPROVEMENT | 1 | Jolly Aguirre Personal Information: Name: Honeylen Mae Casis Age: 23 Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: May 11, 1989 Address: Brgy. Arac, Passi City, Iloilo Department: Science and Technology Position: Secondary Teacher I Subject Taught: Grade VII - Science Educational Attainment: Tertiary: West Visayas State University — Main Campus Degree: Bachelor of Secondary Education major in Physics

Secondary: Passi National High School Dorillo St. Passi City, Iloilo Elementary: Passi I Central School 1. Among the different authentic tools, which one do you often apply use? Among the different authentic tools, I often used the performance based assessment where students apply their knowledge and skills. 2. In your opinion, which assessment tool assesses student ability? In my opinion, performance assessment assesses the student's ability. By doing a performance assessment, students are able to perform meaningful task that will demonstrate the students learning. 3. What are your experiences regarding the use of authentic assessment? Authentic assessment is tricky since you really have to think of new ideas in assessing students learning and understanding. It is fun and challenging since we must go beyond the convention of traditional assessment. 4. What are the benefits you experienced on the use of authentic assessment? Authentic assessment allows me to have a deeper understanding not only of my students learning but their behavior as well. It gives me an idea as to what type of learner a particular student's is. This further allows me to diagnose my student's needs. How to meet the student's variety of needs is challenging. 5. Have you ever encounter challenges in using authentic assessment? What are those? Yes, I have encountered several challenges in using authentic assessment since students are not used in authentic assessment; there are times that they would complain about the activities. Three are also instances that the resources become limited and thinking of alternatives becomes a challenge. 6. What can you say to future/hopeful teachers regarding the implementation of assessment in their teaching? Teaching is an art. Assessment is a vital par of teaching. As future teacher, you must implement

assessment according to the needs of the learners. We must not take assessment for granted. Honeylen May Casis JOURNAL ENTRY What have been the most powerful insights for me about student assessment? In the series of class observation we conduct with the five teachers and their respective students. I have come to realize how essential and important the assessment as a tool for learning. The use of assessment tool may apply to real life situation that teachers must recognize that assessment is an integral part of teaching. It help a lot in decision making, help gauge the level of students' understanding of the lesson to see how they cope, interact and improve their selves and serves a way of improving the process of learning because it develop their skills, performance, self confidence and establish camaraderie. The most important goal of education is to teach students how to learn on their own. According to Cyril Howls " If you teach a person what to learn, you are preparing that person for the past. If you teach a person how to learn, you are preparing that person for the future" means that students acquire the skills of how to learn and that skills enable them to learn not just while they are in school but for a lifetime. That is why assessment is important for them to discover new things and acquire new ideas. The rich internal world of thoughts, beliefs, goals and expectation for success or failure can enhance or interfere with the learner's quality of thinking and information processing. So, a teacher should keep himself updated with current trends and strengthen his dedication in making dynamic and memorable learning activities to make the students feel the power of classroom learning wherein there is human interaction between students and teacher or students to students. LANIE S. GASPAR "

Assessment is an integral tool for teaching" Yes, it's true! It is a powerful tool in appraising a distinctive student, a learner's quality of thinking and enlightenment system. Student assessment is manipulated in many ways. Students must go out from the four corners of the classroom and apply what they've learned; assessing their self and capabilities are one of them. It gauze their depth of understanding, through this they develop self confidence and a concept in themselves " I CAN". It make sense that through student assessment they know where they are at the moment of their learning and where they are heading for, and a clear vision in their way in developing judgment and critical thinking skills. JOSE CAREL A. JONDONERO, R. N REFLECTIVE QUESTIONS How do theories I have learned in my subjects relate to the learning environment practice on assessment? Assessments are geared to measure the learning's and the extent of knowledge of a student. From my observation to the five teachers with their respective students most assessment are anchored from certain theories to depict its purpose. One factor that brings about student diversity is thinking/learning styles. The student's absorb their lesson better because they are listening well and participating on class discussion. Like in the theory of Multiple Intelligences was first describe by Howard Gardner that define Intelligence as an ability or set of abilities that allows a person to solve a problem especially in the UBD (Understanding By Design) in the Second year that they are one asking question about the topic and the question they are made they are also the one answer it. It is important for the teacher to use their knowledge about thinking/learning style and Multiple Intelligences in planning activities to help their students to effectively learn. LANIE S. GASPAR Theory of multiple

intelligence best suits in the learning environment I have observed among the five teachers from class of special science, star section and a heterogeneous class. It relates on every individual intellectual capacity and ability to perform certain task and absorb on the subject matter, what they can and the limitations they have. I can say that assessment made to these individuals is a continuous process embedded in instructions, multidimensional approach, valid and reliable. It measures meaningful understanding and engages students in the assessment process. JOSE CAREL A. JONDONERO, R. N What procedures and systems of assessment do I feel best enhance student learning? " Don't give a man a fish but teach him how to fish. " This saying is really true in the real essence of helping other people and in the real core of education. The task of a teacher is more inspiring and fulfilling if he can make the learning process more meaningful and memorable to students by providing them sufficient data learning facilities. For me, the procedures and system of assessment do I feel best enhance student learning is the authentic assessment because you can be able to determine or test the degree of mastery of students according to their targets and their ability how they cope or assess their intelligence as well as can apply what they have learned depending on the type of intelligence they possesses that suited to the exercises or subject taught. What's important is always updated with the new methods and content, relevant teaching innovations and enriching curriculum that would cater to the needs of the learners according to their own learning circumstances. Giving and spoon-feeding makes a man dependent, but if we teachers can be able to make our learners learn how to value labor through hard work and industry, we are

teaching them how to fish as God's supply is never exhausted through proper handling of resources. Education is life and life is a hard work. LANIE S. GASPAR " Train up a child in the way he should go and walk there yourself once in a while. " This saying speaks the true heart of education that teachers must recognize that assessment is an integral part of teaching. Teachers' task is anchored on the holistic approach to his learners learning abilities. Let me speak to you that the procedures and systems of assessment do I feel best enhance student learning is a two-way operation, a mix of authentic assessment and conventional assessment. I believe that authentic assessment is aimed at preparing students for life which measures their skills that they need to perform those tasks in daily living. It allows to measures situations that simulate real world activities as might be experienced in a job or in the community. It requires the learner to demonstrate their knowledge, skills, and attitude, in a manner that reflects the world outside the classroom. Yet, we cannot do away with the conventional or traditional measures of multiple choice test, fill in the blanks, true-false, matching type and the like that have been remained so common in education. What I'm trying to say is that on traditional assessment, students are typically given several choices (a, b, c, etc…) and that choices might be a real-life situations in performing a task, recall/recognition of knowledge with construction/application of knowledge, blend of teacher structured and student structured, and indirect and direct evidence will be now observe nor come out. This is a holistic way, an approach in which a mentor helps the learner reach their optimum level of functioning, in education and in life. JOSE CAREL A. JONDONERO, R. N Personal Information:

Name: Lanie Seran Gaspar Age: 22 Gender: Female Civil Status: Single Citizenship: Filipino Religion: Roman Catholic Date of Birth: July 7, 1990 Address: Brgy. Pagaypay, Passi City, Iloilo Educational Attainment: Tertiary: West Visayas State University — Pototan Campus Brgy. Cau — ayan, Pototan, Iloilo 2011 — 2012 Degree: Bachelor of Science in Information Technology Secondary: Passi National High School Dorillo St. Passi City, Iloilo 2006 — 2007 Elementary: Bagacay Elementary School Brgy. Bagacay, Passi City, Iloilo 2002 — 2003 Awards Receive: Cum Laude Proficiency Awardee Pagaypay 4H Club representative, National Winner in Search for Ten Accomplished Youth Organization