



ABSTRACT

Name of Institution : De La Salle University-Dasmariñas
Address : Dasmariñas, Cavite
TITLE : Towards Development and Evaluation of
Rubrics for Assessment of the 21st Century
Learning Competencies of Students in a
"School of the Future"

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OBJECTIVES OF THE STUDY:

A. GENERAL:

Develop and evaluate rubrics as a form of assessment for the identified learning competencies for the 21st century of students in a school considered by DECS as "School of the Future".

B. SPECIFIC:

1. Define SOF philosophy and illustrate the related process that guides the identification of the 21st century learning competencies of students in a "School of the Future".
2. Identify the 21st century learning competencies for the students in Southville International School for assessment of rubrics.
3. Discuss the rationale and principles that guide the design of rubrics for the identified learning competencies.
4. Describe the specific processes that are employed in the development and evaluation of the rubrics for the identified learning competencies.



5. Identify the feedback and recommendations of the participants in terms of the usefulness of rubrics to the learning competencies in relation to the forms of assessment that they previously used/currently use.

6. Include in a compendium the sets of rubrics that are developed and evaluated that could effectively assess the learning competencies covered in the study.

SCOPE AND COVERAGE:

‘This study focused on the assessment of learning competencies needed by the students for the 21st century in a “School of the Future” where the use of rubrics could be employed. ‘It was conducted in Southville International School, a school considered by DECS as a “School of the Future”, during the school year 2000-2001. ‘Using a purposive sampling, there was a total of 76 participants from its two campuses: Elizalde Campus in BF Homes, Parañaque City and Luxembourg Campus in BF Homes International, Las Piñas City.

‘The learning competencies that were covered in the study are initiatives of the school to support its vision-mission which are mostly not offered in other schools for basic education. The results of this study would serve as a reference for further development and evaluation of the sets of rubrics as an assessment tool for these learning competencies.

METHODOLOGY:

‘The study employed the descriptive type of research with a combination of qualitative and quantitative research approaches.

Instruments: ‘This study utilized document analysis, self-devised survey questionnaires and follow up interviews. ‘Statistical measures primarily used were mean and proportion (percentage).



MAJOR FINDINGS

The following findings resulted from this study:

1. The qualitative results described the processes involved that led to the output of the study.

2. The quantitative results which were based from the feedback and recommendations of the participants were as follows:

2.1. The sets of rubrics were generally found highly applicable to the learning competencies covered in the study and could be used as a replacement or as an additional form to the ones previously/currently used across curricular levels with modifications especially in grades 1 and 2.

2. The problems encountered as well as the support needed by the participants in terms of using rubrics varied according to the learning competencies wherein the sets of rubrics were used for with implications to their background on use of rubrics.

3. The comments and suggestions were mostly supportive of the use of rubrics as a form of assessment and the marginal notes provided by the participants were helpful in revising the sets of rubrics for the compendium which serves as the output of the study.

CONCLUSIONS:

Based on the results of this research, it is concluded that:

The developed and evaluated sets of rubrics as contained in the compendium could be used as a replacement or as an additional form of assessment across curricular levels to the ones previously/currently used for the 21st century learning competencies of the students in Southville International School.



RECOMMENDATIONS:

Based on the findings and analysis made by this researcher, the following are recommended:

1. Training on rubrics and the specific use of a set of rubrics as a form of assessment for a particular learning competency should be provided to the users and involving them in the dynamic process of the rubrics development to accomplish the following:

1.1 The sets of rubrics in the compendium should continuously undergo further refinement as they are implemented to obtain more validity and reliability as an assessment tool of student learning.

1.2 Student self-assessment form using rubrics could be devised involving the students to match the sets of rubrics covered in this study to guide students in the monitoring of the progress and assessment of their own learning.

2. The use of rubrics should be integrated in the overall assessment of student achievement. The use of rubrics should blend with the grading system of the school that may adopt its use. The scale of 1-5 could be transmuted to its equivalent in the grading system.

3. A follow up study could be conducted on trying out these sets of rubrics in other school settings especially in schools considered by DECS as "Schools of the Future".

4. The compendium of developed and evaluated rubrics in this study could be used as a reference for constructing related rubrics.