

CUMULATIVE TESTING

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Division Memorandum No 8, series of 1947, of the Superintendent of Schools for Ilocos Norte, advocates the use this school year, of the cumulative system of rating pupils through the six grading periods into which the school year is divided. Alongside of the cumulative system of grading is the cumulative system of testing.

The periodic test should be a cumulative total of the golden texts of all the daily recitations within the grading period. An easy way to do this is to state the golden text of the lesson as a clinching summary in the form of a principle, rule, generalization, statement or question—depending upon the nature of the lesson—at the end of every daily lesson plan. For example, the lesson today in language is the formation of the plurals of nouns ending in *y* preceded by consonants. The golden text of the lesson which ultimately will be an item in the periodic test may be stated in the form of a question, as follows:

Golden text (test): How do nouns ending in *y* preceded by a consonant form their plurals?

It may also be stated as a rule with the keyword (which ultimately will be an item for simple recall) underlined, as follows:

Golden text (test): Nouns ending in *y* preceded by a consonant form their plurals by changing *y* to *i* and adding *es*.

It may also be stated as group of exercises, as follows:

Golden text(test): Form the plurals of the following nouns: lady, city, country, duty.

Different subjects vary in the form of expressing the golden text or gist of the daily recitation. In arithmetic the main essential of the lesson may be stated as a rule, principle, type-problem, example or exercise with a specific difficulty involved. In reading, it may be a series of vocabulary or a bit of general information gained from reading. Much depends upon the individual judgment of the professionally trained teacher.

These golden texts will become the test items but not necessarily worded in the forms in which they will be in the periodic test. At the close of the grading period the teacher will draw his "table of specifications" for his test in order to decide on how many items to allot to each phase of the subject matter covered by the test, the number to depend upon the relative importance and degree of difficulty of each phase. By this time, if the teacher had been regularly writing down his golden texts daily, he has already the first draft of his periodic test in his daily lesson plans the number of items which accord with his "table of specifications" and reword or edit those items into the type of questions (judgment, recall, recognition, essay) which best suits them respectively and individually. Thus the periodic test is an accumulation of the main essentials of the daily lessons.

Operating under the same principle, the last grading period test at any time of the year, should be cumulative. Fifty percent of the test items should be taken from the new phase of sub-

ject matter covered during the last grading period so far, and the other 50% of the test items should be review questions—the proportional number of review items from each preced-

ing grading period to decrease further backward. Examine the following table which explains the above principle in terms of figures.

TEST Specifications	GRADING PERIOD					
	1st	2nd	3rd	4th	5th	6th
Percentage of new items	100%	90%	80%	70%	60%	50%
Percentage of review item decreasing proportionally further backward	0% 10	10%	20%	30%	40%	50%

	GRADING PERIOD					
	1st	2nd	3rd	4th	5th	6th
New Items						50%
Review Items						50%

For further analysis, let us take the sixth grading period as an example. According to the above table the following exists:

50% of the items for the sixth grading period is based upon the new lessons covered during the sixth grading period;

50% of the items are review items taken from the 4th, 3rd, 2nd, and 1st grading periods. Presumably, the review items must be the most essential items which should be mastered or items which should point to the pupils the most

important phases of subject matter for further study, and/or these review items are the remaining difficulties of the pupils revealed in the previous

periodic tests. This implies that our periodic tests should be achievement as well as diagnostic in nature. They must motivate learning and embody main essentials to lead pupils in their study or review for mastery. It must be clearly understood that tests are not to be presented again in the same form as when they were originally presented at first, but should be reworded and presented in a new form. The reason for this is: The answer to an item reviewed verbatim may be correctly memorized, but in this way the item loses its power as a test of knowledge or ability.

Going back to a further analysis of the sixth grading period test in the table above, examine the following figures:

The 50% review items may be distributed as follows:

- 25% from the 5th grading period 25%
- 15% from the 4th gdg. pd. 15%
- 5% from 3rd gdg. pd. 5%
- 3% from 2nd pd. 3%
- 2% from 1st. .. 2%

Total 2 & 3 & 5 & 15 & 25 are 50%

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SCHOOL NOTEBOOK

1. "While this Office appreciates the spirit of the local parent--teacher association which paid the high school teachers their bonuses, it cannot overlook the disadvantages derived from this system. In the first place, it is not democratic to concentrate the burden of educational support upon the shoulders of the parents of the direct recipients of education. In the final analysis it is society in general that profits from the education of any single individual. In the second place, the system hurts the feeling of teachers, for in some cases some of the parents who help pay their bonuses are heard to say unkind words whenever they see teachers wearing new shoes or shirts. "There goes the bonus we paid," some of them have been heard to say, and no self-respecting individual can continue to enjoy any privilege so dearly acquired.

The High School and the Intermediate School, as a result, continue to lose many of their experienced personnel who are receiving more attractive offers from private schools. This would serve as a timely warning against a proposed plan to denationalize the intermediate classes." — From a Superintendent's Annual Report.

Editor's Note: Could this be a general condition?

2. "The administrative machinery of the division and the attitude and the work of the teachers are of such a high degree of excellence that it can be attributed only to the educational leadership of a long and splendid line of predecessors, both American and Filipino. It is very seldom that such a leadership leaves a high educational tradition that even devastations of war could not destroy. It is my earnest hope that I shall be able to maintain the tradition and strengthen it and

add to it. To this end I am bringing to the supervisors and principals a fuller realization of education for democracy encouraging them further to adopt principles and practices consistent with the democratic philosophy. Toward this end, I have also taken steps to reorganize the PTA's in the barrios and in the central schools by providing them with a new vision of relationship with the schools"—From the Annual Report of the Division Superintendent of Schools for Pampanga.

Editor's Note: It is not often that one says such gracious things about one's predecessors in Office.

3. "The Arellano (Manila North) High School Alumni Association, already a big organization, has enthusiastically endorsed the administrative program to encourage creativity by doing the following:

a. Created yearly awards to encourage student all-around leadership — Juan de la Cruz award (a statuette of Juan de la Cruz) for the outstanding boy student leader of the graduating class and the Tandang Sora award (a statuette of Tandang Sora) for the outstanding girl student leader of the graduating class. These awards have become highly desirable to the student body and have done much to encourage all-around participation in extra-curricular activities and social service work.

b. Created special awards given to five teachers who have rendered twenty-five years of continuous and faithful service. The five teachers who received the awards in September, 1946 were greatly touched by the loving recognition of their services and considered the awards enough recompense for seemingly fruitless and poorly compensated years of service.

c. Created the pins of merit award to the valedictorian and the salutatorian of each graduating class.

d. Created alumni sponsorship of indigent students so that outstanding but poor students receive not only financial assistance from well-to-do alumni but also personal inspiration and guidance. To date fourteen such sponsorships have been secured, ready to be made use of in July 1947. Class 1922 has decided to create one such sponsorship every year for ten years. Other graduating classes are expected to follow.

e. By their special interest in school activities and the spirit of big-brother friendliness toward the students, the alumni have created an atmosphere highly favorable to the development of all-around leadership and extra-curricular participation.

f. Plans are being made for more service to the school next year. The alumni association is now initiating a move to form a Supreme Coordinating Council to tie up the activities of the Parent-Teacher Association, the Student Council, and the Alumni Association so as to achieve coordination in the extension of service to the school." — From the Annual Report of the Principal of the Arellano High School, Manila.

.. Editor's Note: The Alumni Association of Arellano High is unique in its whole-hearted cooperation with the administration in the promotion of student activity.

4. "One way to improve the holding power of the school is for the national government to give aid in the form of salaries for teachers. For the present, besides the principal, not one of the present teachers is national. The bankruptcy in finance and the inability of the province to offer good salaries place this high school at a great disadvantage in regards to securing good teachers. It is therefore impera-

tive that national teachers, two or three, be assigned to this school as a part of the aid it receives from the national government. This province being special in kind, should be treated and helped differently from the regular and rich provinces which, as far as finance is concerned need no help from the national government. It stands to reason that a great majority of big provincial high schools have national teachers among their faculty. The Palawan High School should be given national teachers aside from the Principal."—Annual Report of the Palawan High School, 1946-1947.'

Editor's Note: It is sad but true that the equalization of educational opportunity is far from being realized in this country. In such remote places, higher salaries should be offered to induce teachers to go there. This can be done by more liberal national aid.

5. "Davao City High School has been quite lucky during the year in being able to employ teachers who are mostly eligibles. Some of them were already in this school before the war and have come back at some sacrifice. They have denied themselves the attraction of better jobs which are offering higher pay because they were hoping that the teachers' lot would be improved. With the present high cost of living, they find it impossible to 'make both ends meet' with the meager salaries that they are receiving. The family needs of each teacher are such that the call of the outside becomes more attractive. When they must prevail, it is feared that we may lose some of our best teachers, especially those receiving less than P130 per month. The call of the private schools offering living wages is gradually taking away our most capable and efficient teachers. Something must be done, if we must keep those teachers with us." — Report from the School last year 1946-1947.

Editor's Note: There has been a report that these teachers "struck" recently. Too bad that authorities could not see the handwriting on the wall.

6. "WHEN AN EMPLOYEE OF THE GOVERNMENT IS TRANSFERRED FROM ONE PLACE TO ANOTHER, IN THE INTEREST OF THE SERVICE, HIS OFFICIAL TRANSPORTATION SHOULD INCLUDE NOT ONLY HIMSELF AND PERSONAL EFFECTS BUT ALSO HIS FAMILY.

The family of an employee is more important than his personal effects. It is strange that his wife and children are not entitled to the same privilege as his personal effects enjoy."—Annual Report of the Academic-Industrial Arts Supervisor, Division of Mountain Province, 1946-1947.

Editor's Note: We agree! How much money is being spent by the government on "junkets"? And no transportation expenses for a school official's family! Would-be supervisors, take heed; after this, limit the size of your brood.

7. "A cursory examination of the preceding table and chart shows that only 48% of the teachers employed in the division as of March 24, 1947, were fully qualified for the job of teaching. This figure was deplorably low. With such low educational attainment of those handling the educational work of the government we can not expect high-grade instruction. Rivers can not rise above their sources.

"The reasons we can not attract better trained teachers is the insufficiency of the salary given them. If the government is in earnest about raising the educational qualification of

our teachers, we have to raise their salaries. Of course the bonus was a boon to the teachers but as soon as this bonus is withdrawn dissatisfaction will prevail. There is no shelter from that truth.

"One important point we should not forget is this: We have not yet reached a point in our educational development in which our teachers will be willing to sacrifice for the teaching profession. The truth is that the rank and file of our teachers are in the teaching service now because they can not find any job that will give them higher remuneration. We should not be deluded into thinking that they are in the service for some patriotic reasons. They are not. We should view the situation in a most realistic manner. As leaders in the profession we should know the truth about the attitude of our classroom teachers toward teaching as a life work. We are still very far from our goal to give teaching an element of apostleship. Money is still the main, and in some cases, the only consideration. And in view of this attitude of majority of our educational workers teaching can hardly be called a profession. It is, at least for the present time, more of a trade.

"Going back to the teachers' qualifications. Speaking of the teachers in Bataan I wish to state that many of them want to take summer courses but their present salaries do not allow them to do so. It is believed that the Director of Education should authorize division superintendents of schools to open such professional courses as are included in normal schools of the collegiate level on Saturdays and the summer vacations in order to enable teachers to raise their educational qual-

ifications. This is of course on the assumption that in the divisions where such courses are to be offered there are available qualified instructors who can handle such courses. I am confident that such a system can be worked out. Here in Bataan that is possible."—Excerpt from the Annual Report of the Division Superintendent of Schools of Bataan for the School Year 1946-1947.

Editor's Note: High quality goods are costly; perhaps our people cannot afford to pay the cost of producing high quality citizenship.

Saturday classes have been authorized where normal schools are located.

8. "To keep a good attendance during the summer sessions seems to be a common problem of all agricultural schools in the Philippines. There is a strong tendency on the part of the students to minimize the importance of the summer classes. Many get the habit of escaping from the work. Others stop attending their classes with some ailments as alibis. Still others go home pretending to get provisions. But the fact is, they do it to follow the line of least resistance. Not only that the students are generally indifferent toward the work; their mental sets are not geared to work. Such at-

titude is more noticeable in their academic classes. The undersigned attributes such behaviour to two reasons: (1) The weather is too uncomfortably hot to concentrate on any kind of activity. (2) The idea that all the other students from academic schools are vacationing made them feel like going home to join them."—Excerpt from the Narrative Report of the Acting Principal of an Agricultural High School for the month of May.

Editor's Note: Perhaps these students are in the wrong school. It is a little difficult to make people do what they have not been cut for. A better motivation of school work, or a change of environment, may be?

The observance of the National Language Week gave impetus to the popularization of the language and an added zeal to push through the campaign started last March requiring students to use the National Language or English within the school grounds and in the neighborhood of the school. Students caught using the local dialect were fined and the money collected was used by the home-room organizations for class projects. Letters of award were given students who excelled in the use of the National Language.—From the Annual Report of the Principal of a High School for 1946-1947.

Editor's Note: The prohibition against the use of the native language is reminiscent of the pre-Commonwealth regime when we were dominated by the American point of view. It does not seem consistent with our ideals of nationalism to make Filipino students ashamed of their native tongue. We should encourage the use of English and the Filipino National Language, by all means, but let us not punish young people for speaking the language in which they were born. This is a part of their national heritage of which they should be proud.
