

Mga aRALIN SA FILIPINO

WebQuest Description:

Grade Level:

Curriculum:

Keywords:

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Introduction

On this page we make available some Tagalog (Filipino) audio-clips from our L-Lingo Tagalog (Filipino). This is a multimedia program featuring nearly 2000 word and sentence combinations in a motivating and easy-to-use way. If you like this page then get some free audio-visual lessons with our online language learning software, no registration required! Language Learning Software L-Lingo Tagalog (Filipino) Learn Tagalog (Filipino) reading, Tagalog (Filipino) writing and Tagalog (Filipino) speaking with these free Tagalog (Filipino) words and sentences. You can listen to the Tagalog (Filipino) sentences by clicking on the play button. All words and sentences are spoken by real Tagalog (Filipino) natives and this helps you in learning the correct pronunciation.

Tasks

Provide varied tasks that address a student's level of readiness, from introductory levels to more abstract, less concrete, advanced work

Process

A teaching strategy where each student works on one part of a learning task and then works collaboratively with other students to combine the various parts and complete the activity. The learning task/problem is broken into parts and students are asked to work on a response to that task individually.

Evaluation

Classroom assessment provides information that is valuable for decisions relating to instruction, student achievement, and accountability. This study reports the initial validation of the Classroom Assessment Practices Questionnaire (CAPSQ) utilizing data from 364 Filipino teachers across teaching levels. Results of a principal axis factoring (PAF) yielded a stable four-factor model that is consistent with assessment purposes framework: (1) assessment as learning, (2) assessment of learning, (3) assessment to inform, and (4) assessment for learning. Both factor and total scores demonstrated high internal consistency. However, high factor and total scores correlations indicate that the total score is the most accurate index of classroom assessment practices. Generally, professional development enhances teachers' classroom assessment practices and that, teaching level and class size moderate the impact of professional development on classroom assessment practices. Implications of findings are discussed.

Category and Score					Score
				Total Score	

Conclusion

Instructional strategies like the Core Six give teachers proven and practical ways to respond to the rigorous demands of the Common Core. When used well, they also incite students' thinking, turn the process of learning into an active quest, and build the skills students need to be ready for college and careers.

I thought this would be a great exercise in thinking about what I would want my special education students to know when they graduated. Here is my list.

1. Know where to go for information or help.
2. Know that it is okay to say "I don't know" without feeling stupid or inadequate.
3. Find something you love to do and fit it into your career. It helps if you love what you are doing.
4. If you never try, you will never succeed at anything. You might stumble along the way but that is normal.
5. Your interests may change over the years and that is okay. You can enjoy doing different things and at times, you might like one activity more than another.
6. Develop a support system.
7. Learning is a life time activity and that when you graduate, the learning doesn't end.
8. You will make mistakes but do not let them take over your life. Mistakes are not what make you the person you are but it is how you deal with these mistakes that make you stronger. Your actions show others what kind of person you are.
9. Be honest. Integrity is important. Once you lose it, it is almost impossible to ever get back. People trust those with integrity. Once you lose that trust, it is like a glass that is broken and never can be put back the way it was.
10. Most of all, believe in yourself

Standards

Credits

Other