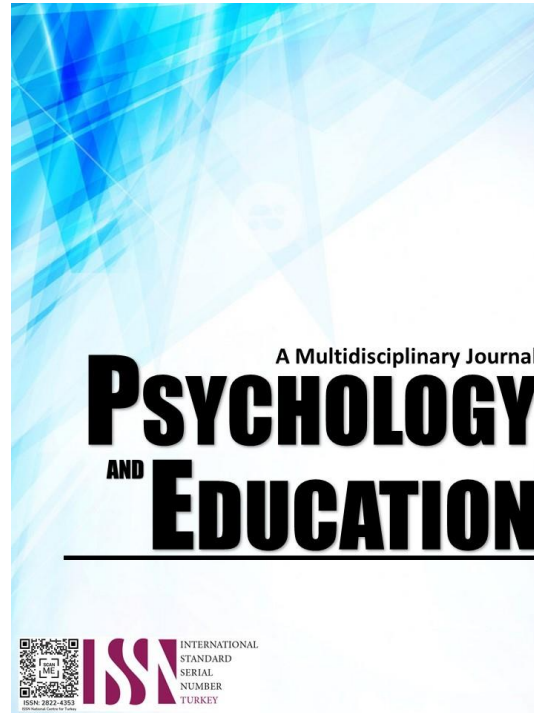


**PROCESSES, PRACTICES AND STRATEGIES ON
THE UTILIZATION OF ASSESSMENT: BASIS FOR
ENHANCED ASSESSMENT TOOL**



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Processes, Practices and Strategies on the Utilization of Assessment: Basis for Enhanced Assessment Tool

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Abstract

Determining how much and how well the students are learning through different assessment strategies used by the teachers. In the new normal, learners' performance assessment becomes a big challenge to all subject teachers and the school head. Hence, enhanced assessment tool must be developed to address the identified needs. This study aims to determine the assessment processes, practices and strategies used by the 113 Junior High School teachers of Catanauan II District. The researcher used descriptive survey in order to determine the most effective assessment processes, practices and strategies used by the teachers. The data were gathered through researcher-made questionnaire via google form while weighted mean, frequency, percentage, ANOVA, t-test, and Pearson-r served as the statistical tools of the study. The usual recording techniques used by JHS teachers for both formative and summative evaluation include grades, checklists, and comments on the students' work. It appears that eliciting helpful evidence of learning is used in the delivery of modular distance learning, where teachers make sure that students are learning by utilizing a variety of activity types. Evidently, teachers use rubrics to provide clear learning objectives and success criteria so that students are well-guided in completing their assignments. Additionally, teachers provide feedback by writing critiques on their students' work and conversing with them in real time over the phone and other platforms. Summative assessment, includes both written and performance-based tasks that students must complete. It was also discovered that there are significant differences in teachers' processes and techniques for gathering student output based on their age and gender. However, this study discovered that there are no discernible differences in their procedures and practices when it comes to length of service and educational attainment. Furthermore, a significant relationship was discovered between the demographic profile, specifically the sex/gender, and the assessment strategies used by teachers.

Keywords: *assessment strategies' modular distance learning, new normal*

Introduction

Because of the COVID-19 epidemic, educational institutions were constrained to transition away from traditional face-to-face interactions and toward remote learning modalities. Despite the challenges presented by this new learning environment, learners are expected to continue with their learning activities. One of the challenges in this new normal is how educators can simultaneously address the learning needs of learners while encouraging them to develop autonomy and self-discipline in their studies. This study focuses on how the utilization of assessment tools helped learners become self-directed learners in the execution of Modular Distance Learning.

The utilization of assessment tools in modular distance learning (MDL) in the new normal is a must. It is important to gather data, analyze, interpret and evaluate learner's performance. Since the beginning of the COVID-19 epidemic, some educational institutions have utilized distance education as alternative to holding classes in a regular classroom setting. For this academic year, the Commission on Higher Education (CHED) together with the Department of Education

(DepEd) have suggested that other learning modalities together with Modular Distance Learning this shall be utilized to ensure the continuity of learning among young learners.

Assessing or evaluating learners' learning success is analogous with cooking. It is not one big shot. It takes time to achieve. It requires different ingredients to attain its perfect taste. In monitoring how much and how well learners are learning, teachers must utilize varied assessment strategies in order to address individual diversity and learning styles. The application of differentiated instruction must be observed especially in this time of pandemic so that the learners have opportunity to excel in a particular activity included in the learning activity sheets.

According to DepEd Order No. 031 s. 2021 which stated that as a reaction to the New Normal educational environment, instructors must give evaluation of learner learning and a grading scheme, which 5 secondary schools in Catanauan II District accepted for this school year. While schools continue to educate young learners despite the challenges that both instructors together with learners face the outcome of COVID-19, it is critical for schools to assess and grade practices to ensure that learner

progress is monitored.

In connection to this, Junior High School teachers of Catanauan II District accommodated 3,326 learners with different learning styles and learning needs. Seeing the learners succeed in every learning task serves as an aspiration of every teacher to strive harder in delivering quality education though this pandemic hinders the great opportunity of having face-to-face learning. In the application of Modular Distance Learning, the teachers' influence to learners' learning success still considered as wireless connection. No matter how far and how near, teachers power remains the strongest one in attaining learning achievement of every learner. This study aimed to assess the effectiveness of assessment tools utilized by the Junior High School educators of Catanauan II District in order to address the identified weak points based on the result of this study and eventually develop a proposed enhanced assessment tool to enhance teachers' assessment strategies.

Research Question

The purpose of this study is to identify the procedures, routines, and tactics utilized by junior high school teachers in the Catanauan II District while using assessment tools. It specifically aims to address these specific inquires:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Length of service; and
 - 1.4 Highest educational attainment?
2. What are the teachers' processes and practices of collecting learners' outputs and performance tasks in the implementation of Modular Distance Learning in the new normal in terms of?
 - 2.1 Formative Assessment; and
 - 2.2 . Summative Assessment?
3. What are the assessment strategies utilized by the teachers in terms of?
 - 3.1 Establishing clear learning target and success criteria;
 - 3.2 Eliciting useful evidences of learning;
 - 3.3 Providing effective feedback;
 - 3.4 nvolving students in the evaluation and improvement of one another's work; and
 - 3.5 Increasing learners' ownership of their own learning?
4. Is there significant difference on processes, practices and strategies of collecting learners' output when grouped according to the respondents' demographic profile?
5. Is there significant relationship in the demographic

profile specifically sex and the assessment strategies utilized by the teachers?

6. Based from findings of the study, what enhanced assessment tool can be proposed?

Methodology

Research Design

According to (Cresswell, 2009:3), referenced in Maria (2017), "Research design involves everything from study concepts and methods to particular data collection and analysis methodologies". Three different forms of study are commonly confused with descriptive research. In descriptive research, context-sensitive items are described and evaluated. Descriptive research falls into a wide variety of disciplines. Several other methods are employed, including case studies, surveys, trend studies, and others. Exemplifications of descriptive exploration subcategories involve case examinations, checks, experimental examinations, follow- up studies, talkie breakdowns, current explorations, and co-relational inquiries.

The researcher employed descriptive quantitative questionnaires in this study. Because of this, the author categorizes this research as an observation- based survey. In all areas, survey research is the most common. By asking respondents questions and tabulating their responses, survey researchers can learn about one or more groups of individuals, including their procedures, practices, and attitudes toward the utilize of assessment tools in the delivery of modular distance learning.

Population and Sampling

This study covered 113 Junior High School Teachers from Catanauan II District from which the researcher is currently working. They constituted the respondents of the study who answered the survey questionnaire via google form prepared by the researcher. Purposive sampling was utilized in choosing the respondents since the researcher is working in the research locale. The researcher asked permission to the public schools' district supervisor and to the teachers as well before gathering the necessary data for the success of this study. The researcher considered the following in the selection of respondents: currently teaching at Catanauan II District; all of them are handling JHS

learners; currently implementing modular distance learning; and willing to serve as respondents of the study.

Respondents of the Study

This research study was limited to 113 Junior High School teachers who are currently teaching in Catanauan II District.

Table 1. *List of Schools and Number of Teacher-Respondents*

<i>Schools</i>	<i>Teachers Population</i>
Doongan Ilaya National High School	20
Matandang Sabang National High School	26
San Isidro National High School	47
San Vicente Kanluran National High School	12
Tagabas Ibaba National High School	8
Total	113

Research Instrument

The research tool for this study was a survey questionnaire created by the researcher. It was utilized to collect the information required for this study to be successful. The demographic profile of the respondents was predicted for the section of the survey questionnaire. The second section of the survey focused on the methods teachers utilize to gather learner output and performance tasks. The assessment techniques employed by the instructors to determine their effects on the learners' learning accomplishment were the focus of the third section of the questionnaire.

Validation and Reliability

Two master instructors from Catanauan I District and one professor from the University of Perpetual Help System DALTA, Las Piñas, examined the researcher's questionnaire to confirm its validity. Also, the validity of the questions was ensured by the researcher. The questionnaire achieved an outstanding internal consistency score of = 0.901 for the Cronbach's alpha reliability test.

Data Gathering Procedure

For the purpose of accomplishing the goal of this

study, the following steps were considered and were followed:

The conduct of the study was started with seeking of approval after the schools' division superintendent, followed by the public schools' district supervisor. The researcher was also asked permission from the school heads Catanauan II District. After that, seeking consent from the teachers who served as the subject of this research was also follow.

Results and Discussion

Profile of the Respondents

Table 2. *Profile of the Respondents According to Age*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
20-25	25	22
26-30	38	34
31-40	18	16
41-45	15	13
46-50	17	15
60 and above	0	0
Total	113	100

The table shows the distribution of respondents according to their age. It is clearly stated that majority of the respondents were at 26-30 range of age which got 34%. It was followed by the 20-25 which got 22%. It also revealed that 16% of the respondents were at 31-40 range of age.

Table 3. *Profile of Respondents According to Sex*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
Male	52	46
Female	61	54
Total	113	100

This table shows that majority of the respondents were female with a percentage of 54 while the male-respondents got a percentage of 46.



Table 6. *Assessment of the Respondents on the Processes and Practices utilized for Formative and Summative Assessment.*

Table 4. *Profile of Respondents According to Length of Service*

<i>Length of Service</i>	<i>Frequency</i>	<i>Percentage</i>
0-5	23	20
6-10	20	18
11-15	15	13
16-20	18	16
21-25	15	13
26-30	7	7
31-35	10	9
36-40	5	4
40 and above	0	0
Total	113	100

In order to get reliable data, the researcher include the length of service of every teacher-respondent. The table above shows that most of teachers in Catanauan II District were at 0-5 years in service with a percentage of 20. It was followed by the 6-10 years which got a percentage of 18 while there were teachers at 16-20 years in service, with a percentage of 16.

Table 5. *Profile of Respondents According to Highest Educational Attainment*

<i>Highest Educational</i>	<i>Frequency</i>	<i>Percentage</i>
Bachelor's Degree	35	31
With Master's Units	30	27
Master's Degree Holder	28	24
With Doctorate Units	10	9
Doctorate Degree	10	9
Total	113	100

When it comes to the educational attainment, it seems that majority of the respondents were Bachelor's Degree with a percentage of 31 while teachers with master's units were 30 with a percentage of 27. The teachers with Master's Degree have a percentage of 25 while teachers with Doctorate units and Doctorate Degree both got 10 with a percentage of 9.

Processes and Practices in Collecting Learner's Output utilized by the JHS Teachers for Formative and Summative

<i>Processes and Practices</i>	<i>WM</i>	<i>QD</i>	<i>Rank</i>
Checklist	3.34	Always	2
Class Grids	2.88	Often	5
Grades	3.51	Always	1
Portfolios	2.94	Often	4
Audio recordings, photographs, video footages	2.35	Often	7
Comments on learner's work	3.19	Often	3
Anecdotal records	2.43	Often	6
Recitation via phone calls and other social media apps	2.34	Sometimes	8
Total	2.87	Often	

Table 6 shows the recording methods utilized by the JHS teachers. As presented in this table, the JHS teaches always utilized Grades as their recording method. It got the highest weighted mean of 3.51. Followed by the checklist which has a weighted mean of 3.34. While Comments on learners' work got a weighted mean of 3.19. Portfolios and video recordings and photographs are also often utilized by the teachers. Portfolios got a weighted mean of 2.19 while class grids (using index card) got a weighted mean of 2.88. As stated on DepEd Order No. 031 s. 2021 also known as Interim Policy Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan (Enclosure 1) that the teachers must provide assessment of learner learning and grading scheme. Upon evaluating learners' learning progress, the Junior High School teachers were successfully evaluated the learners for the S.Y 2021-2022 using the aforementioned top 5 processes and practices in collecting learners' output.

Assessment Strategies utilized by the Teachers in the Implementation of Modular Distance Learning in the New Normal

Table 7 shows the responses of the teachers on the assessment strategies utilized for formative assessment. From the above data, it was clearly stated that for establishing clear learning target and success criteria the teacher's utilized checklist or rubrics which leads to an interactive discussion. The learners tend to be more interactive when the teachers' presented criteria for grading or rubrics. They already know the target objectives to be reached for a specific topic. This statement for formative assessment got a weighted mean of 3.50 followed by statement no.1 which pertains to share and highlight important details



of the learning targets. It has a weighted mean of 3.23 while statement no.3 got a weighted mean of 3.02. Based on the data for eliciting clear learning and success criteria, utilized of rubrics and checklist is the most effective among the three strategies.

Table 7. Assessment Strategies utilized by the Teachers in Establishing Clear Learning Target and Success Criteria

A. Establishing clear learning target and success criteria	WM	QD	Rank
I share and highlight important details of the learning targets, and then ask learners to explain the targets in their own words.	3.23	Often	2
I present at least two contrasting pieces of anonymous work and ask learners which is better and why.	2.71	Often	5
I show a checklist or rubric and initiate an interactive discussion on the expected levels of performance. I invite learners to comment or raise questions.	3.50	Always	1
I ask learners to share their prior knowledge and experience about the topic. I guide them to reflect on what they already know.	3.02	Often	4
I engage learners in a brief discussion or activity related to the lesson's objective, making sure the connection is clear for them.	2.98	Often	4
Average Mean	3.09	Often	

Table 8 shows that using multiple formats of formative assessment such as binary choice, multiple choice, matching, short answer, and essay are the most effective in assessing learners' prior knowledge about the topic. This statement got a weighted mean of 3.35 which indicated that the Junior High School teachers often utilized this type of formative assessment.

Table 8. Assessment Strategies utilized by the Teachers in Eliciting useful evidences of learning

B. Eliciting useful evidences of learning	WM	QD	Rank
I pose a variety of questions, especially those that will engage learners in deep thinking. In a whole or small group discussion, call at random at least two learners to answer, and then allow volunteers to contribute responses.	2.96	Often	5
I provide exercises in multiple formats (binary choice, multiple choice, matching, short answer, essay) to be taken on the same day and at the same time. Give learners a set time to complete each exercise.	3.35	Often	1
I require my learners to secure portfolios to be submitted quarterly as a collection of their output for the whole school year.	3.19	Often	2
I conduct do-now exercises, which are short exercises to test learners comprehension of the previous day's lessons.	3.02	Often	4
I create a learning plan that highlights the learner outcomes, resources and materials, and steps or procedures. In each class, I review the objectives to be achieved in that particular class period and the activities that will help learners reach the objectives.	3.10	Often	3
Average Mean	3.12	Often	

As part of the learners' portfolio, the teachers utilized formative assessment which will be included in collecting artifacts of their portfolio. This statement got a weighted mean of 3.19 while statement no.10 in



eliciting useful evidences of learning got a weighted mean of 3.10 where teachers create a learning plan that highlights the learner outcomes, resources and materials, and steps or procedures. In each class, they review the objectives to be achieved in that particular class period and the activities that will help learners reach the objectives. However, in this time of pandemic, it seemed that it was difficult to hold this kind of formative as

Table 9 reveals that the most effective way of giving feedback was to provide clarify the assessment criteria and requirements with my learners, before my learners start producing the outcome for an assessment task. The learners will be able to know what should be done regarding on the tasks assigned by the teachers. This statement got a weighted mean of 3.07. It was followed by statement no. 15 which the teachers believed that making themselves available for questions and discussions during and after class sessions is also effective and useful in helping learners to get the most out of learning.

Table 9. *Assessment Strategies utilized by the Teachers in Providing Effective Feedback*

<i>C. Providing effective feedback</i>	<i>WM</i>	<i>QD</i>	<i>Rank</i>
I initiate a real-time conversation with a learner to give feedback about his/her performance, or a live class session to highlight details of common strengths and areas of improvement.	2.90	Often	3
During a live small-group session, I let my learners show and explain the improvements they made on an anonymous work based on given feedback. Once they get to used to this, begin using actual samples from the class.	2.89	Often	4

I provide comments on my learners work.	2.88	Often	5
I clarify the assessment criteria and requirements with my learners, before my learners start producing the outcome for an assessment task.	3.07	Often	1
I make myself available for questions and discussions during and after class sessions.	2.93	Often	2
Average Mean	2.93	Often	

Through this, the teachers will be able to monitor the learners' progress especially in this time of pandemic. While having small-group session is also helpful to both teachers and learners. However, it is limited to those learners who have mobile phone and internet connection. Since 5 secondary schools in Catanauan II District are fully implementing modular distance learning, statement no.15 was just limited and applicable to some of the few learners.

Table 10 presents the data for Involving students in the evaluation and improvement of one another's work. Statement no.11 considered as the most effective among the three strategies were provided a forum for learners to talk about what they think and feel about the topic. Then, the teachers let learners know that it is OK to disagree with each other and to defend their own opinions. It got a weighted mean of 2.75. While statement 17 got a weighted mean of 2.65. Upon analyzing these data, the researcher concluded that in this time of crisis, it was difficult to have this type of assessment. Involving students in the evaluation and improvement of one another's work in today's educational set up is absolutely a big challenge to every teacher.



Table 10. *Assessment Strategies utilized by the Teachers in Involving students in the evaluation and improvement of one another's work*

<i>D. Engaging learners in assessing and improving each other's work</i>	<i>WM</i>	<i>QD</i>	<i>Rank</i>
I conduct a whole-class session to construct ground rules for peer feedback.	2.23	Rarely	5
Ask learners to explain the rules in their own words.			
I present examples of different kinds of feedback comments.			
Ask learners which ones they think would be helpful for improving one's work and why.	2.65	Often	3
I let my learners present their work, on which classmates will provide constructive feedback afterwards.	2.42	Sometimes	4
Encourage them to incorporate the suggestions and resubmit the revised documents later.			
I let learners know that it is OK to disagree with each other and to defend their own opinions.	2.75	Often	2
I provide a forum learners to talk about what they think and feel about the topic.	2.80	Often	1
Average Mean	2.57	Often	

For the last part of the table 11, it shows on how to increase learners' ownership of their own learning amidst COVID-19 pandemic. Promoting learners' ownership of their own learning is significant in the new normal. In response to the education setting in the new normal, the learners must normalize learning by themselves at home through guidance of their guardians and of course through the help of their subject teachers and advisers. Statement no.13 implies that the teachers provide clear instruction so that the learners can do their task at home. This statement got a weighted mean of 3.44 while statement no. 14 got a weighted mean of 3.03. Stated here that the teachers utilized to ask learners about their experiences in doing their tasks. They had sharing of ideas about the activities they found easy and interesting and at the same they also shared which activity is the most difficult one. Through this, the teacher will be able to assess their

learning needs. Lastly, telling learners what they should do at the start of an activity or lesson, and what they will be able to do by its end. The teachers will be able to answer the learners' queries about the subject.

Table 11. *Assessment Strategies utilized by the Teachers in Increasing learners' ownership of their own learning*

<i>E. Increasing learners ownership of their own learning</i>	<i>WM</i>	<i>QD</i>	<i>Rank</i>
I provide clear instructions about how learners can use a learning journal or portfolio to keep a record of their progress.	3.44	Often	1
I ask learners to share one thing they found easy about a task they have just completed, one thing they found difficult, and one thing they found interesting. Schedule of session.	3.03	Often	2
I schedule a session for answering the questions posted in the parking lot.	2.41	Sometimes	5
Encourage the learners to respond first.			
I talk about what learners need to bring with them in order to take part in an activity (e.g., pens and paper)	2.64	Often	4
I tell learners what they should do at the start of an activity or lesson, and what they will be able to do by its end.	2.75	Often	3
Average Mean	2.86	Often	

The above results and interpretations were agreed with the study of Miller (2020). He stated that schools are closed but learning must go on and it remains crucial because the teachers should find ways to monitor if the learners are truly learning at home. Formative evaluation over distance is difficult, but yet achievable. Teachers must assess learners' comprehension and offer helpful criticism. Today's practice differs significantly from what teachers perform in the classroom. Moreover, Moss & Brookhart (2019) describe formative assessment as a



daily collaborative effort between instructors and learners to obtain evidence of learning. They highlight that the objective is to accept cultural change, particularly during current epidemic, rather than to conduct formative assessments. To have learning that is evident-based, teachers must be innovative in their utilize of various tools for formative assessment.

Table 12. Overall Assessment for Assessment Strategies on Formative utilized by the JHS Teachers in the Implementation of Modular Distance Learning

Formative Assessment	WM	QD	Rank
A. Establishing clear learning target and success criteria	3.09	Often	2
B. Eliciting useful evidences of learning	3.12	Often	1
C. Providing effective feedback	2.93	Often	3
D. Engaging learners in assessing and improving each other's work.	2.57	Often	5
E. Increasing learners ownership of their own learning.	2.86	Often	4
Average Mean	2.91	Often	

Table 12 presents the overall assessment of the respondents for assessment strategies on Formative Assessment. Based on the data, eliciting useful evidences of learning is the most effective assessment strategy utilized by the JHS teachers in this time of crisis. In the new normal of educational setting, out of 5 parameters for formative assessment as responded by the participants of this study, using multiple formats of exercises or activities are advisable and applicable in the implementation of modular distance learning. Aside from that, this strategy is also considered as the most observable in the new normal. Though, COVID-19 hinders face-to-face interactions between learners and teachers, learning progress at home must be assessed and must be monitored. The lowest mean falls on the fourth parameter which pertains to Involving students in the evaluation and improvement of one another's work. It indicates that in this time of pandemic, learners' interaction and connection with one another is limited not unless they live in one barangay. Therefore, it is true that teachers will find difficulty in helping them to engage with each other.

Teachers must take time to learn how to construct valid assessments on the basis of the learning goal. Teachers must plan strategies in eliciting useful

evidences of learning. In connection to the present study, this also serves as a reminder to all teachers that it is important to gather evidences of learning though the learners are studying at home. Teachers must plan varied strategies in eliciting artifacts or evidences for learning. On the contrary, teachers must be careful in promoting learners' engagement with each other for the sake of everyone's safety and health.

Table 13. Assessment of the Respondents on the Assessment Strategies for Written Works as Summative in the Implementation of MDL.

Summative Assessment	WM	QD	Rank
<i>A. Written Works</i>			
I ask my learners to make books and articles reviews.	2.30	Sometimes	7.5
I ask my learners to do journal and essay writings.	2.71	Often	2
I ask my learners to write reaction/reflection papers.	3.07	Often	1
I ask my learners to report specific lesson.	2.33	Sometimes	6
I ask my learners to do data recording and analysis.	2.51	Often	5
I ask my learners to interpret graphs, charts or maps.	2.70	Often	3
I ask my learners to do laboratory reports and documentations.	2.08	Sometimes	10
I ask my learners to do survey and to make news writing.	2.26	Sometimes	9
I motivate my learners to do research paper.	2.30	Sometimes	7.5
I encourage my learners to create diagrams, charts and models.	2.55	Often	4
Average Mean	2.48	Often	

As presented in this table, the AVERAGE MEAN of 2.48 indicates that the teachers often utilized the indicators as their assessment strategies for written works on summative assessment. The highest weighted mean of 3.07 obtained by statement no. 3. It indicates that writing reaction/reflection papers is often utilized by the Junior High School teachers in the implementation of modular distance learning. It was followed by the statement no. 2 which got a weighted

mean of 2.71. It reveals that journal and essay writings are also often utilized by the teachers and considered as one of their written works. The last to the three highest rank is statement no. 6. It indicates that learners are also interpreting graphs, charts, and maps. The lowest mean was obtained by statement no. 7 which obviously was not able to do in the implementation of Modular Distance Learning. Learners will not able to do this task due to the harm brought by COVID-19.

The study by Ahmed, Ali, and Shah (2019) summative appraisal pointed toward recording or revealing the students' accomplishment approved the discoveries above. Summative assessment, all in all, fills in as a reflection of earlier learning. Besides, as cited by Taras (2005), who depicts summative assessment as a sort of "judgment which coordinates every one of the bits of proof to a specific second" (p. 467). This predefined second might be a timeframe during an assessment or test. According to Brown (2004), Ahmed, Ali, and Shah's (2019) synopsis of the student's learning incorporate thinking back and checking out how really the student has accomplished objectives, yet it doesn't necessarily in every case demonstrate how to push ahead. It's basic to take note of that summative assessment accentuates past accomplishment yet doesn't give direction on the most proficient method to bring students' presentation up later on. Summative appraisal doesn't give educators the responsibility to assess their own practices and afterward rework their guidance According to the requirements of students since it considers instructors to be the essential power and just shows the students' past progress. Considering the previously mentioned definitions, summative evaluation might be characterized as the demonstration of logging students' advancement in a measured way on a mathematical scale fully intent on thinking back and checking out how students have met the goals.

Table 14 reveals the assessment of the teachers on the assessment strategies for performance tasks in the implementation of modular distance learning. The highest weighted mean of 2.86 It was obtained by statement no. 7 which indicates that the Junior High School teachers often utilized this type of assessment strategy for performance task. Exercising is the best way to take good care of themselves. It was followed by the statement no. 3 with a weighted mean of 2.85. It shows that the teachers trained their learners to solve problems and developed their reasoning skills. Statement no. 5 obtained a weighted mean of 2.82. It indicates that the teachers often utilized this strategy in order to develop the demonstration skills (singing, dancing, cooking, and etc.) of the learners. They might

do this through making video presentation of themselves. If mobile phone is no available at home, teachers find another alternative strategy in order to witness their learners' performance. The lowest mean of 2.17 falls on the statement no.10 which shows that the teachers did not require their learners to create or to design their own portfolios.

Table 14. *Assessment of the Respondents on the Assessment Strategies for Performance Tasks as Summative in the Implementation of MDL.*

<i>Summative Assessment</i>	<i>WM</i>	<i>QD</i>	<i>Rank</i>
<i>B. Performance Tasks</i>			
I encourage my learners to conduct interviews.	2.73	Often	5
I ask my learners to make multimedia presentations and project making.	2.57	Often	7
I expose my learners in solving problems and reasoning proofs.	2.85	Often	2
I ask my learners to construct graphs from surveys.	2.37	Often	8
I ask my learners to develop demonstration skills (Singing, Dancing, Cooking etc.) and simulation	2.82	Often	3
I allow my learners to build community involvements.	2.78	Often	4
I allow my learners to have personalized exercise as part of their daily warm-up.	2.86	Often	1
I ask my learners to advocate issue-awareness campaign.	2.71	Often	6
I encourage my learners to have oral tests.	2.36	Sometimes	9
I require my learners to design their own portfolios.	2.17	Sometimes	10
<i>Average Mean</i>	2.62	Often	

The findings were supported by the study of Day & Bae (2019). They stressed that the learners' authentic performances must be developed in order to elicit and explore reliable method of grading. They offer process-based suggestions for designing authentic performance assessments collaboratively with the teachers based on the experiences of those involved in



the project. In sum, the literature shows that many teachers have the potential to elicit authentic intellectual work in the schools. To summarize, two kinds of data were collected: learners' written responses to the PA prompts, and transcribed video footage of the small-group conversations that occurred as they engaged in the performance tasks.

Table 15. Significant Difference on the Processes and Practices of Collecting Learners' Output When Grouped According to the Respondents' Demographic Profile

Variables	Anova Value	Frequency Value (Level of Significance) 0.05	Decision	Interpretation
Age vs Assessment	0.6654	0.1844	Accept H0	There is no significant difference
Gender vs Assessment	T-Test 5.6728	1.8946	Accept H0	There is no significant difference
Length of Service vs. Assessment	0.2364	1.3690	Accept H0	There is no significant difference
Educational Attainment vs. Assessment	0.5907	0.7098	Accept H0	There is no significant difference

The table 15 demonstrates that there are no significant discrepancies between the evaluation methodologies and the demographic profile. The P-Value, which is larger than 0.1898 with a 0.05 threshold of significance based on the results, is 0.6654. Based on the evaluation techniques the instructors employed, it demonstrates that there is no discernible variation in the ages of the teachers. Also, it is clear that neither sex nor gender significantly affects evaluation because the T-value is larger than the P-value (1.8946) at 5.6728. Education level and service time received ratings that were lower than the F-value. Consequently, it is necessary to accept the null hypothesis for this value.

Table 16. Significant Relationship in the Demographic Profile and the Assessment Strategies utilized by the Teachers

Variables	Pearson r	Critical Values (Level of Significance) 0.05	Decision	Interpretation
Demographic Profile (Gender) vs. Assessment Strategies	0.1499	0.1593	Accept H0	There is no significant difference

The table shows the demographic profile of the respondents specifically gender/sex. The result is

0.1499 which is lower than the Critical Value 0.1593 with 0.05 level of significance. Therefore, there is no significant relationship between the gender and the assessment strategies utilized by the teachers.

The findings of this investigation were related to Mirian and Zulnaida (2020). They claim that several research have recently concentrated on instructors' ideas and how they affect teaching and learning. The only significant difference between male and female instructors is to school responsibility; male teachers demonstrate this trait more than female teachers do, but there is no gender-related variation in the sort of evaluation they utilized. These findings should be taken into account by policymakers, educators, researchers, and school administrators in their efforts to implement and improve alternative evaluation techniques.

Conclusion

Based from the findings, the following conclusions were drawn: (1) It was revealed that majority of the respondents were at 26-30 range of age. Most of them were female. Most of the teachers in Catanauan II District were bachelor's degree holders while some of them were currently taking their post graduate school. (2) In educational settings where summative evaluation is not just dependent on writing but also for learners' performances, formative and summative assessment procedures are both crucial and must be taken care of. (3) According to the study's findings, the majority of the instructors in the Catanauan II District utilized eliciting beneficial learning evidences, defining precise learning targets and success criteria, and giving good feedback. While implementing modular distance learning, it's still important to incorporate both formative and summative assessments. Written assignments and performance activities are also acceptable for the summative evaluation. (4) It was also found that there is significant difference when it comes to the teachers' age in their processes and practices in collecting learners' output. However, when it comes to the length of service and educational attainment, this study found out that there is no significant difference in their processes and practices. (5) It was also found that there is no significant relationship between the demographic profile of the respondents specifically gender/sex and the assessment strategies utilized by the teachers.

Based on the foregoing findings, the following are recommended: (1) Teachers must monitor learning throughout crisis. Prioritize formative assessment in



diagnosing learners' prior knowledge about the lesson especially in this time of pandemic. Think alternative strategies ensure that the learners are truly learning at home. Teachers must reduce expectations for what and how much learners can learn during COVID crisis period. (2) Teachers should have appropriate seminars and trainings about assessment strategies. (3) Teachers should utilize alternative assessment method in the implementation of modular distance learning. (4) Teachers should pursue their post graduate studies which will grant them invaluable experience they can put into practice with their learners. (5) Teachers should have seminars and activities about gender sensitivity in order to promote gender advocacy campaign.

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