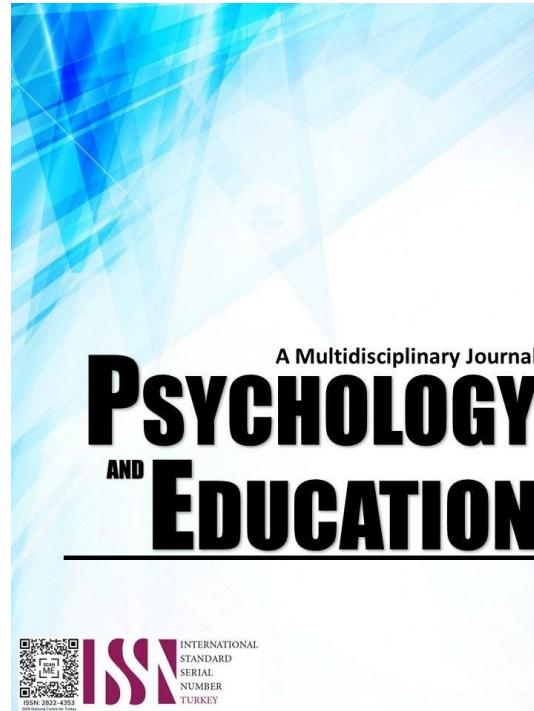


**FACTORS INFLUENCING THE ASSESSMENT  
PRACTICES OF SENIOR HIGH SCHOOL TEACHERS  
IN GOA DISTRICT, PHILIPPINES**



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## Factors Influencing the Assessment Practices of Senior High School Teachers in Goa District, Philippines

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### Abstract

This study explored the assessment methods and factors influencing the assessment practices of Senior High School (SHS) Teachers in three selected public secondary schools in Goa District, Division of Camarines Sur, Philippines. A descriptive survey method was employed. A total enumeration of forty-five teachers teaching Senior High School subjects were the participants of this study. The survey questionnaire was administered on-site to gather data from the participants. Frequency count, Percentage distribution, and Ranking order were used to analyze and interpret the collected data. The findings revealed that teachers generally utilized quizzes, practical exams or performance exams, oral exams, checklists, rating scales, and rubrics as their assessment methods to assess students' performance during the teaching and learning process. This finding indicated that teachers employed different assessment methods to assess and evaluate the student's learning. Moreover, several factors that influence the assessment practices of teachers were identified. It is therefore recommended that teachers should always utilize and improve their assessment methods or practices suited to the needs of the students and to properly measure student's learning outcomes.

**Keywords:** *assessment methods, senior high school, factors influencing assessment practices*

### Introduction

Classroom assessment is the process of finding, acquiring, organizing, and analyzing quantitative and qualitative data regarding what students know and are capable of (DepEd Order no. 8 s. 2015). Classroom assessment is essential in the teaching and learning process. It provides valuable information on learner's progress and academic achievements. In other words, it is about monitoring students' progress inside the classroom. Moreover, classroom assessment encourages self-reflection, personal accountability toward learning, and profiling of students' academic performance.

Teachers should employ appropriate classroom assessment methods to assess students' work and performances that are aligned with the given curriculum standards and learning competencies. The teachers are committed to providing appropriate assessment strategies to properly measure learners' knowledge, competencies, and skills to facilitate learners' learning development. Hence, teachers have a key role in classroom assessment because they give feedback to improve students' performance (Monteiro, Mata, and Santos, 2021). In addition, it is important that teachers holistically assess, evaluate, and provide constructive feedback to ensure learners' success throughout the teaching and learning process.

Furthermore, classroom assessment can be formative

and summative assessment. According to Ismail et al. (2022) summative evaluation quantifies learning, and formative assessment provides feedback to enhance learning. Zhao, Van den Heuvel-Panhuizen and Veldhuis (2016) looked into how primary math teachers used the classroom assessment technique (CAT) as a form of in-class activities to gauge how well their pupils understood particular mathematical concepts. The study results showed that during the lecture, students were actively involved in meaningful learning through the use of classroom assessment techniques. While Mohabut (2015) highlighted that summative assessment provided positive experiences for students and enabled teachers to help their students achieve student learning outcomes. In this study, the researcher aimed to contribute to improving educational assessment in the Senior High School curriculum by determining the assessment methods utilized by the teachers to assess students learning and the varied factors influencing their assessment practices.

### Research Questions

This study aimed to determine the assessment methods and factors influencing the assessment practices of Senior High School Teachers in Goa District, Division of Camarines Sur, Philippines. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

- 1.1 Sex;
- 1.2 Age;
- 1.3 Civil status;
- 1.4 Educational attainment;
- 1.5 Employment status; and,
- 1.6 Years in teaching experience?
2. What are the assessment methods utilized by the teachers in terms of the following:
  - 2.1 Traditional assessment;
  - 2.2 Experiential assessment; and
  - 2.3 Alternative assessment?
3. What are the factors influencing the assessment practices of the Senior High School Teachers?

## Literature Review

### Assessment Methods of Teachers

Educators make assessment choices when they create assessment tasks. Teachers have access to a variety of best assessment methods that may satisfy them because assessment provides them with information about the effectiveness of their pedagogy and learning curriculum materials however in the absence of principles of assessment practices the teachers would face challenges to assess their students in everyday teaching and learning activity (Lingam and Lingam, 2016). The assessment methods have undergone significant modifications and diversification to cater to the learner-centered approach of the K-12 curriculum and foster the learners' needs. Every teacher has their own choice of assessment methods implemented in their classroom that work best for their students which are considered as their own assessment practices. These assessment methods are utilized to acquire learners' assessment results for evaluation and to make decisions to enhance the teaching and learning process and to determine learners' needs, progress, and achievement. Proving the significance of varied assessment methods was evident in various research studies. The teachers adopted an approach of assessment for learning to develop varied assessment practices to cater to the needs of their students (Erdol and Yildizli, 2018). It means that teachers consider individual differences or student diversity in giving their assessment practices to assess students' performance and interaction in different learning areas and content objectives. Huerta and Hansen (2013) confirmed that when possible it is best to utilize both quantitative and qualitative assessment methods in the classroom. The quantitative assessment methods obtain numerical data that can be analyzed and interpreted statistically while qualitative assessment methods deal with students in- depth perception and

understanding. Still, they are both used to improve students' learning.

The study conducted by Erdol and Yildizli (2018) explores the assessment methods used by teachers at all levels (primary, secondary, and high school level). Based on the survey responses, teachers mostly used assessment methods were multiple choice, open-ended, true or false, short answer, performance assignments, and matching questions while the least used assessment methods were manner scales, project assignments, and group and peer assessment forms.

Additionally, Rahman (2018) explored science teachers' perceptions of classroom assessment in secondary schools in Bangladesh. The study findings revealed that the majority of teachers agreed that oral question and answer, planned observation, and students' written work were the most frequent assessments used in the classroom while homework, essay tests, unplanned observation, and 1-3 examinations were the least frequent used classroom assessment methods.

Furthermore, according to Pireh (2014), checklists and rubrics support students' writing efforts and serve as a means of performance evaluation. It also demonstrates how checklists and rubrics assist teachers in providing constructive criticism by defining explicit standards that are directed at particular students, encouraging clear communication of writing goals and providing clear and unbiased evaluation.

### Factors Influencing the Assessment Practices

There are several studies proving that there are different factors that influence the assessment practices of teachers both in formative and summative assessments. These different factors were examined to show the underpinning knowledge and have several perspectives that have a bearing on this study.

Izci (2016) conducted a study on internal and external factors that affect the teachers' adoption of formative assessment in the classroom. The results showed that personal, contextual, resource- related and external factors influenced teacher's formative assessment practices. Personal factors include teacher's personal and professional values which may include teachers' pedagogical content knowledge, attitudes, orientations, perceptions, motivations, and others. These personal factors influenced their assessment practices by their willingness to provide suited assessment methods, own professional judgments during instruction, attitude shaped by external and accountability examinations, performance and learning orientation, abilities and

expectations, and professional experiences. The school context and policy, internal school support, parents' views, social and cultural preferences, and others were included in contextual factors that influenced the assessment practices of the teachers. Teachers were influenced by the pressure of school administrators and head teachers to adopt the required assessment practices adhering to the school context and policies that affect their own assessment practices. Effective support and collaboration with colleagues and school leaders as internal support influenced teachers' assessment practices. Parents' views in assessment influenced the teachers in making their assessment practices because parents preferred traditional paper-pencil examinations because they are accustomed to the grades of their children for comparison and monitoring purposes. External factors such as state and local educational policies, curriculum developers, and high stakes and accountability assessment influenced teacher's assessment practices. Teachers' assessment implementation is influenced by state and local policies that encourage them to reform their practices. Standardized tests and national and local exams pressure teachers to prepare students for this prospective examination. Lastly, resource-related factors include the working conditions of teachers, materials and funding, teacher preparation programs, and others. The working conditions of teachers influenced their assessment practices by considering the class size and number of lessons taught. Assessment practices paying attention to individual feedback and learning which is difficult to achieve in large classes. Materials and funding influenced teachers by means of the availability of assessment materials suited to the specific learning area and appropriate funding for purchasing assessment materials.

In addition, Aloitabi (2018) found that the top 3 factors influencing teachers to the adoption of formative assessment are curriculum materials (source books and syllabuses) policies and support of the school management, and teacher's pedagogical knowledge influenced by the students' strengths and weaknesses. It simply means that these factors influence the teachers' assessment practices by promoting student diversity, learning materials, and pedagogical challenges to deal with, and associating the policies and direction of the institution. However, results further revealed that formative assessments are influenced by working conditions such as class size and workload, by motivations of principals and peer groups, and by assessment practices influenced by prevailing traditional learning placed in the bottom rank.

While Erdol and Yildizli (2018) stressed that the characteristics of the student, curriculum, national examinations, technology, and features of the subject are the factors that affect or influence the classroom assessment practices of teachers. Among these factors, the most important factor affecting teachers' classroom assessment practices in primary school, secondary school, and high school in Turkey was students' characteristics. They revealed that students' characteristics have the biggest influence on teachers' classroom assessment practices because determining students' characteristics is the first step before crafting the assessment methods to ensure the suitability and convenience of the students in the given assessment tasks.

Also, the study conducted by Mwanza et al. (2022) identified the different factors that influenced classroom assessment implementation in Lusaka and Chilanga Districts of Lusaka Province in Zambia. The study findings revealed that there are many factors that influence the classroom assessment of teachers including but not limited to abrupt changes in curriculum, lack of materials, poor infrastructures of learning, absenteeism of the students, teachers' personal factors such as belief, values, knowledge and skills, lack of administrative supports and others.

## Methodology

### Participants

The participants of the study were the 45 Senior High School teachers in the selected public secondary schools in Goa District, Division of Camarines Sur, Philippines that offered Senior High School programs.

### Instruments of the Study

The researchers utilized a survey questionnaire to collect the needed data in this study. The survey questionnaire underwent face validity and content validity by the four experts in the field of education. Prior to the distribution of the survey questionnaire, the researchers strictly observed ethical considerations during the conduct of this study. Likewise, the permission of the School Principal and respondents was solicited following the research's ethical considerations.

### Procedure

The researchers followed a series of action plans to gather the data from the respondents that are needed in



this study. The approval of the communication letter from the Office of the Schools Division Superintendent was sought before the distribution of the survey questionnaire. Likewise, the researchers also asked permission from the Office of the Principal and the respondents. Afterward, the researchers prepared and administered the survey questionnaire on-site. The researchers gave adequate time and provided assistance to the respondents in answering the survey questionnaire to ensure its correctness.

**Ethical Considerations**

The researchers secured informed consent from the participants to ensure their voluntary participation in the conduct of this study. The confidentiality and anonymity of the answers were maintained throughout the study process. Likewise, the researchers strictly handled and ensured the protection of the data, security, and privacy of the participants throughout the study.

**Results and Discussion**

**Profiles of the respondents**

Table 1. *Distribution of the respondents when grouped according to their sex*

Sex	n=45	
	f	%
Male	25	55.56
Female	20	44.44
Total	45	100

Table 1 reveals that majority of the respondents are male that has 25 or 55.56% while female accounts for 20 or 44.44%. The result infers that most of teachers in Goa District teaching in Senior High School are male rather than female which contradicts the findings of Morallo and Abay (2019) that female teachers outnumbered male teachers in upland areas of Goa, Camarines Sur.

Table 2. *Distribution of the respondents when grouped according to their age*

Age	n=45	
	f	%
20-25	5	11.11
26-30	14	31.11
31-35	10	22.22
36-40	7	15.56
41-45	8	17.78
46-50	1	2.22
Total	45	100

Table 2 presents the distribution of the respondents when they grouped according to their age. The majority of the respondents belonged to the age bracket of 26-30 that garnered 14 or 31.11% while the age bracket ranging from 46-50 has 1 or 2.22%. This result implies that most of the teachers are belonged in younger generations that conform the study of Morallo and Abay (2019).

Table 3. *Distribution of the respondents when grouped according to their civil status*

Civil status	n=45	
	f	%
Single	17	37.78
Married	27	60.00
Widow	1	2.22
Total	45	100

Table 3 illustrates the civil status of the respondents. The majority of the teachers are married (27 or 60%); some of them are single (17 or 37.78%); and, only 1 or 2.22% was widow. This is similar to the study findings of Francisco (2020) that the majority of the public school teachers are married.

Table 4. *Distribution of the respondents when grouped according to their educational attainments*

Educational Attainment	n=45	
	f	%
Bachelor's Degree	17	37.78
Bachelor's Degree with MA/MS units	23	51.11
Master's Degree	1	2.22
Master's Degree with Doctoral units	3	6.67
Doctoral Degree	1	2.22
Total	45	100

Table 4 indicates the distributions of the respondents



when grouped according to their employment status. Based on the data sources almost all of the teachers have Bachelor’s Degrees with MA/MS units (23 or 51.11%) and Bachelor’s Degrees (17 or 37.78%) while only a few of them earned Masteral and Doctoral Degrees which both obtained 1 or 2.22%. It simply means that the respondents generally need to enroll in graduate studies for their own professional development. According to Maviş-Sevim and Akin (2021) engaging in graduate courses help teachers build their academic career because it provides them with scientific skills, research skills, teaching and evaluation, and other teaching-related skills that improve their teaching professions

Table 5. Distribution of the respondents when grouped according to their employment status

Employment status	n=45	
	f	%
Permanent	35	77.78
Probationary	10	22.22
Total	45	100

Table 5 shows the employment status of the respondents. Most of the teachers are permanent that obtained 35 or 77.78% while 10 or 22.22% are in probationary status.

Table 6. Distribution of the respondents when grouped according to their Years in teaching experience

Years in teaching experience	n=45	
	f	%
Less than 3 years	22	48.89
3 to less than 6 years	15	33.33
6 to less than 9 years	4	8.89
9 to less than 12 years	1	2.22
12 years and above	3	6.67
Total	45	100

Table 6 reveals the years of teaching experiences of the respondents. The majority of the respondents have less than 3 years in the teaching profession garnered 22 or 48.789%; 15 or 33.33% have 3 to less than 6 years while 1 or 2.22% have 9 to less than 9 years. The results imply that most of the Senior High School teachers are young and new to teaching professions. This is contradicted by the National Center for Education Studies (2023), based on the published data for the school year 2020-2021, 37% of teachers both in elementary and secondary levels have 10 to 20 years

of teaching experience while 7% have less than 3 years in teaching.

### Classroom Assessment Methods of Teachers

The research's primary goal is to explore the assessment methods of the teachers. Among the varied traditional, experiential, and alternative assessment methods, teachers identified the assessment methods that they utilized in their classroom assessment.

Table 7. Traditional methods as used by teachers

Traditional Methods	n=45		Rank
	f	%	
Quizzes	41	91	1
Multiple-choice exams	38	84	2
Written Exam	37	82	3
Essay	34	76	4
Observation	22	49	5
Homework	19	42	6
Open-book exam	5	11	7
Take-home Exam	3	7	8

Table 7 shows the assessment methods employed by the teachers in classroom instruction along with traditional assessment methods. Among the eight (8) traditional methods, the majority of the teachers agreed that they use quizzes as their most frequent assessment method with 41 or 91%. However, the least traditional method utilized by teachers is the take-home exam with 3 or 7%. Results imply that the quiz is the traditional method utilized by the teachers on their classroom assessment which is considered their most frequent assessment method because a quiz can immediately assess the learning or level of understanding of the students from the lessons. This finding accords with Anteneh and Silesh (2019) who postulated that a quiz is one of the most frequent assessment practices utilized by teachers to assess the learning of the students. It is contrary to the results revealed by Yildizli (2020) that observation and open-ended questions are the most frequently used by teachers while true or false questions and activities are the least frequently utilized assessment methods.



Table 8. *Experiential methods as used by teachers*

<i>Experiential Assessment Methods</i>	<i>n=45</i>		<i>Rank</i>
	<i>f</i>	<i>%</i>	
Practical Exam/Performance	35	78	1.5
Oral exam	35	78	1.5
Presentation	34	76	3
Portfolio Assessment	30	67	4
Simulation/role-playing	25	56	5
Project Report	21	47	6
Critical reflection	17	38	7
Product Assessment	15	33	8.5
Narrative Assessment	15	33	8.5
Journal Assessment	14	31	10
Concept Mapping	12	27	11
Case-based Exam	9	20	12.5
Computerized Test	9	20	12.5
Debriefing Interview	6	13	14

Table 8 illustrates the identified experiential assessment methods utilized by the teachers. Among the fourteen (14) indicators of experiential assessment methods, the majority of the respondents have responded that practical exams/performance and oral exams are their most frequent assessment methods utilized in the classroom which both have 35 or 78% placed in the highest rank. However, the debriefing interview is the least frequent assessment method teachers utilized, placing at the bottom rank (6 or 13%). Results imply that teachers are after the assessment methods that produce tangible results or learning outcomes involving performance tasks, practical tests/tasks, and oral exams honing the communication skills and measuring the skills of the learners. This result coincides with the findings of Erdol and Yildizli (2018) and Rahman (2018) that the assessment methods that solicit students' performance and oral questions are the most frequent assessment methods used by teachers in the classroom.

Table 9. *Alternative methods as used by teachers*

<i>Alternative Assessment Methods</i>	<i>n=45</i>		<i>Rank</i>
	<i>f</i>	<i>%</i>	
Checklists, Rating Scales and Rubrics	33	73	1
Anecdotal records	15	33	2
Audio-video Recording	13	29	3
Conferences (peer and teacher-student)	12	27	4
Diaries and Writing Folders	10	22	5

Table 9 reveals the alternative methods used by teachers in assessing the student's learning. Of all the five (5) indicators on alternative assessment methods, 33 or 73% of the respondents have agreed that they used checklists, rating scales, and rubrics on classroom assessment. However, 10 or 22% agreed that they utilized least frequently the diaries and writing folders as alternative assessment methods. Results imply that checklists, ratings, scales, and rubrics are utilized by

teachers because they allow the students to participate in the assessment process to accommodate heterogeneous classes by soliciting their cooperation and collaboration of the students to provide guidelines and record results according to the activity being observed. It is comparable to the study by Pireh (2014), which found that checklists and rubrics help students write and are used as a self-assessment tool to encourage students' performance. It also shows that checklists and rubrics help teachers give constructive feedback by establishing clear requirements that are targeted at specific students, fostering clear communication of writing objectives, and offering clear and impartial feedback. However, the results of this study contradicted the study of Effrosyni (2019), the study findings show that the learning log entries and diaries were successfully used as an assessment tool to determine how well the students in the current teaching environment had mastered the use of common reading strategies, strategic reading, awareness of and use of global metacognitive reading strategies, and the development of their ability to construct meaning through reading. Hence, even diaries and writing folders placed at the bottom, it can be used in particular cases to assess the student's performance.

Table 10. *Factors influencing the assessment practices of Senior High School Teachers*

<i>Indicators</i>	<i>n=45</i>		<i>Rank</i>
	<i>f</i>	<i>%</i>	
Assessment methods influenced by differences in student abilities.	45	100	1.5
Implementation of my assessment methods influenced by the availability of assessment materials such as source books, syllabuses, etc.	45	100	1.5
Assessment methods influenced by the students' strengths.	44	98	3
Assessment methods influenced by the students' weaknesses.	43	96	5
Employing of assessment methods influenced by the school working conditions like class size, workload and etc.	43	96	5
Engagement in assessment methods influenced by the beliefs or notions that it is needed to clearly determine learner's achievement and progress inside the classroom.	43	96	5
Assessment methods influenced by differences in student attitudes.	42	93	7
Attitude (announced or unannounced) in giving assessment to the students influenced by the assessment practices.	40	89	8
Assessment methods influenced by pressures of upcoming external examinations like NAT, NCAE as part of teacher's responsibility.	39	87	9.5
Attitude (announced or unannounced) in giving assessment students influenced by the prevailing traditional learning.	39	87	9.5
Practices in assessment methods influenced by colleagues in professions.	38	84	11
Practices in assessment methods are influenced by the motivations of principals as observers.	37	82	12

In an attempt to investigate the predominant factors that influence the assessment practices of teachers, the researchers provided various indicators that can fall under content-related factors, peer-related factors, student-related factors, and teacher-related factors. And, the respondents were surveyed to indicate the frequency of their actual practice. The results obtained are presented in Table 10.

Teachers' responses indicate that the most predominant factors influencing assessment methods are "Assessment methods influenced by differences in student abilities" and "Implementation of assessment methods influenced by the availability of assessment materials such as source books, syllabuses, etc." which both garnered 45 or 100% or placed as the highest rank. While the indicator falls on "Practices in assessment methods are influenced by the motivations of principals as observers." garnered 34 or 76% which placed in the bottom rank. Results imply that it is worth noting that the factors that predominantly influenced the use of assessment methods are student and content-related factors. Teachers should invest considerable attention to the student's abilities, source books, syllabuses, and other curriculum materials as bases for implementing their various assessment methods. It coincides with the study of Erdol and Yildizli (2018) who confirmed that the characteristics of the students was the most important factor that influenced teachers' classroom assessment practices as well as curriculum materials such as source books, syllabuses, and the like as stressed by the study findings of Aloitabi (2018).

## Conclusion

The following conclusions are drawn from the salient findings of the study: (1) Of all the 45 respondents, 25 or 55.56% are male, and 20 or 44.44% are female. The majority of the respondents belong to age 26-30 that holds 14 or 31.11%; married that has 27 or 60%; Bachelor's degree with MA/MS units garnered 23 or 51.11%; Permanent status harvested 35 or 77.78%; spent less than 3 years (22 or 48.89%) in the teaching profession. It is concluded that most of the Senior High School teachers in Goa District are male, married, with Masteral units, young, and new in the teaching professions. (2) Teachers were assessed on the assessment methods utilized in their classroom instructions. On traditional assessment methods, the majority of the teachers agreed that they utilized the most frequent assessment method was quizzes (41 or 91%) while the least frequent was take-home exams which was 3 or 7%. On experiential assessment

methods, out of 15 methods, practical exam/performance and oral exam were the best assessment methods utilized by the majority of teachers which ranked 1st and they both hold 35 or 78% while debriefing interview placed on the bottom rank. On alternative assessment methods, most of the teachers settled that checklists, rating scales, and rubrics (33 or 73%) were the best assessment methods utilized in the classroom assessment however; diaries and writing folders (10 or 22%) were the least frequent alternative assessment methods. Therefore, it can be concluded that teachers have utilized multiple assessment methods implemented in their classroom assessment to obtain assessment data and provide tangible results to improve their teaching and learning practices. The researchers recommend that Senior High School teachers should create, modify, or merge methods to create their own best assessment practices to continuously cater to the diverse intelligence of the students; teachers should encourage peer and self-assessment to give responsibilities to the students to assess themselves during assessment; and, teachers should always facilitate the integrative learning environment to promote learner-centered environment during assessment. (3) The study results revealed that the majority of the respondents agreed that content-related factors and student-related factors have influenced their decision to implement their assessment methods other than other factors. It can be concluded that Senior High School teachers gave importance to students' characteristics, and teachers utilized source books and curriculum materials as a basis for making their assessment tasks. The researchers recommend that factors deliberated in this study must be considered and given full attention by the school administrators for curriculum management which are very useful to address the challenges of the Senior High School teachers influencing their assessment practices to minimize their barriers to effective implementation of multiple assessment methods for the improvement of the teaching and learning process.

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